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The Role and Functions of the Elementary School Principal in Illinois

Harry P. Rossi
Loyola University Chicago

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THE ROLE AND FUNCTIONS OF THE
ELEMENTARY SCHOOL PRINCIPAL IN ILLINOIS

by

Harry P. Rossi, Jr.

A Dissertation Submitted to the Faculty of the
Graduate School of Education of Loyola University
of Chicago in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

January

1985

Loyola University of Chicago

THE ROLE AND FUNCTIONS OF THE ELEMENTARY
SCHOOL PRINCIPAL IN ILLINOIS

The purpose of this dissertation was to study comprehensively the elementary school principalship in Illinois in order to provide baseline data for future research; to provide data on a wide range of functional areas; to provide information to decision makers on the state of the principalship in Illinois; and to establish whether there were statistically significant differences between and among principals relative to their sex, age, region, community type, job security, position prior to the principalship, number of years as a principal, and number of years experience in education.

A questionnaire was developed and distributed to a stratified random sampling of principals. The questionnaire acted as a guide for the study and dealt with the following areas:

1. Personal and Professional Data
2. Demographic Data
3. Salaries and Fringe Benefits
4. Problems of the Principalship
5. The Role of the Principal

Data collected in all of these areas were presented in Frequency Distributions and were Crosstabulated using the Chi Square test to determine significance at the 0.05 level.

Conclusions were drawn from the data collected and recommendations were formulated from the study.

Conclusions included the following:

1. Elementary School principals in Illinois typically were white, married, middle aged males with a great deal of educational experience.
2. Principals increasingly were coming to their principalship directly from the classroom.
3. Females were appointed to their jobs at a later age than males. They were more likely than men to be positive about their jobs. Their salaries were comparable to the salaries of males.
4. Job Security was an important factor in determining how a principal felt about his role.
5. The average principal in Illinois had a salary in the \$30,000 to \$34,000 range, and supervised a school with an enrollment between two hundred and five hundred students.
6. Principals spent the greatest amount of their time on organization and management although they would like to spend the greatest amount of their time on improvement of instruction.
7. The morale of principals was high and their relationships with, staff, superintendents and Board members were good.

Recommendations Included:

1. Intensive recruitment of qualified women, blacks and other minorities.
2. Development of better administrative training programs, especially experientially based ones.
3. Increasing salaries of rural principals to bring this in line with urban and suburban principals.
4. More financial and personnel authority for urban principals.
5. Increase focus on principals spending time on the improvement of insutrction.

Additionally eight recommendations were made for further research.

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VITA

The author, Harry Phillip Rossi, Jr., is the son of Harry Phillip Rossi, Sr. and the late Rosemary Bertucci Rossi. He was born September 9, 1945 in Chicago, Illinois.

His elementary education was obtained at the Daniel Ross Cameron elementary school in Chicago, and his secondary education at Lane Technical High School in Chicago, where he graduated in 1963.

In April of 1963 he entered Northeastern Illinois University, and in August of 1967, received the degree of Bachelor of Arts with a major in Political Science.

In January of 1971 he was granted an assistantship in the Department of Political Science at Northeastern Illinois University. He was awarded the Master of Arts Degree in Political Science from that University in December 1971.

Mr. Rossi is currently the principal of Wescott Elementary School in Northbrook, Illinois, in his seventh year of service. He has taught at the elementary, secondary, and university levels and maintains active involvement in many professional organizations including Phi Delta Kappa, The National Association of Elementary School Principals, The Association for Supervision and Curriculum Development, and the Illinois Principals Association.

He lives in Chicago with his wife Carol and his two children, Phillip and Elizabeth.

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CHAPTER I

BACKGROUND OF THE STUDY

INTRODUCTION

The principal as a figure of primary importance in the success or failure of our schools is a theme that is ever increasing in educational literature. One can hardly pick up a journal without finding an article which discusses the central role in education played by the principal. Perhaps the principal is becoming a bit like the head coach who gets too much credit when things are going well, and too much blame when things are going badly.

In any event, principals across the nation and specifically in Illinois are being talked about and evaluated in terms of leadership and management skills. This may lead to a position of greater prominence within the educational communities as principals more and more see themselves as individuals who can make a difference in the educational lives of students.

In Illinois, some very important words from the leader of the state's education system have been uttered.

In his keynote address at the annual meeting of the Illinois Principal's Association in October of 1981, State School Superintendent, Donald Gill described principals as the most important people in education in the State of Illinois. He backed his pronouncement with a commitment to work closely with principals on the newly formed Principal's Advisory Committee to the Superintendent.

This theme of the importance of the principal has been repeated by many observers both nationally and locally. On the national level many studies of the principalship have been conducted over the years. Perhaps most notably have been the National Association of Elementary School Principals Research Studies, which have been conducted every ten years beginning in 1928. These studies have presented a comprehensive view of the principalship and the changes that have occurred in the people and their roles.

STATEMENT OF THE PROBLEM

The problem addressed in this research is the collection and analysis of data from working elementary school principals across the state of Illinois who were asked what were the roles and responsibilities of the elementary school principals in Illinois as perceived by those principals.

PURPOSE OF THE STUDY

A search of current literature indicated that no comprehensive study of the principalship had been done in the state of Illinois although states such as California and Michigan have conducted such studies on a regular basis. Encouragement to undertake such a study came directly from the State Superintendent of Education, Doctor Donald Gill, and from the leadership of the Illinois Principals Association which has done salary and benefit surveys of its members for a number of years. The I.P.A., in particular, has offered to publish the findings of this research and to promote its dissemination at conferences and through its various publications.

The purpose of this study is contained in the following:

1. To establish baseline data for future comparative research. There has never been a comprehensive status study of the

principalship in Illinois. The closest to accomplishing this is the salary and fringe benefit studies done yearly by the Illinois Principals Association.

2. To provide comprehensive statistical data on a wide range of functional areas so that principals can self-appraise their current status with the state-wide findings.
3. To provide information on the state of the principalship so that school boards, educational leaders, governmental agencies, universities, and concerned readers will have sufficient information when making decisions that concern the welfare and working conditions of elementary school principals.
4. To establish whether or not there are statistically significant differences between and among principals, according to the following factors:
 - a. Sex
 - b. Age
 - c. Region
 - d. Community type
 - e. Job security
 - f. Position held immediately prior to principalship
 - g. Number of years as principal
 - h. Number of years of experience in education

RESEARCH QUESTIONS

In order to determine the status of public elementary school principalship in Illinois, the following research questions served as a guide for the study.

1. What are the personal and professional data? (sex, age, ethnicity, experience, training, professional aspirations, etc.)
2. What are the demographic data in terms of building, district, and community?
3. What are the salaries and fringe benefits?
4. What are the problems of the principalship?
5. What is the role of the principal in the following areas?

- a. Relationship to central office and superiors
 - b. Instructional at the building level
 - c. Finance at the building level
 - d. Labor relations (collective bargaining)
 - e. Staff
 - f. Students
 - g. Community
6. Do statistically significant relationships exist between and among principals according to the following factors:
- a. Age
 - b. Sex
 - c. Job Security
 - d. Position held immediately prior to principalship
 - e. Community type
 - f. Region of the state of Illinois
 - g. Number of years as principal
 - h. Experience in education

The answers to these questions should provide a comprehensive view of the principal and the principalship in the state of Illinois.

PROCEDURES OF THE STUDY

A stratified random sample was taken in order to obtain data that would be representative from around the state. The state was organized into five geographic areas using the Illinois State Board of Education's regional identification pattern as the point of reference. Two hundred public school principals from across the state were sent surveys. The number of surveys sent to each region was proportionate to the number of principals in that area as reported by the Illinois Office of Education in its Directory of Public Schools.¹

The original cover letter (See Appendix A) and survey (See Appendix B) elicited a response from 133 principals, or approximately 66% of the total to whom they were sent. After a follow-up letter (See Appendix C) was sent, the number responding was increased to 165

principals, or 82% of the total to whom surveys were sent.

In Region I (See Appendix D for regions specified by the Illinois Office of Education) which includes most of northeastern Illinois, there were 65 respondents out of a total of 78 principals to whom surveys were sent. This represented a rate of return of 83.3% within the region.

In Region II, which covers northwest and northcentral Illinois, there were 33 respondents out of a total of 37 principals to whom surveys were sent. This represented a rate of return of 89.1% within the region.

In Region III, which is representative of the westcentral part of the state, there were 24 respondents out of a total of 31 principals to whom surveys were sent. This represented a rate of return of 77.4% within the region.

In Region IV, which includes the westcentral part of Illinois, there were 18 respondents out of a total of 24 principals to whom surveys were sent. This represented a rate of return of 75% within the region.

In Region V, which is at the very southern end of the state, there were 25 respondents out of a total of 30 principals to whom surveys were sent. This represented a rate of return of 83.3% within the region.

It seems responsible to conclude from these figures that the total rate of return as well as the rate of return within each region were very high. Since the survey itself was very lengthy, 87 questions, which called for a total of 114 responses, and since it was

sent out in late April, which is usually a very busy time of year for principals, it must be considered somewhat remarkable that the rate of return was so high.

Perhaps a couple of reasons can be offered in an attempt to explain this phenomena. First, the survey was sent out on school stationery from one colleague to another rather than from a university researcher to a principal. Second, it became apparent when the surveys were returned that this was a topic in which principals were truly interested. Many took the time to add comments about the study, to offer support and encouragement for completing the study, and to indicate that they felt the study was long overdue.

The survey instrument was developed by the author using as a model an instrument developed by the National Association of Elementary School Principals.² This instrument was developed in order to fit the nature of the study which is basically descriptive-survey research. Max Englehardt described this research in the following manner:

In descriptive research, data specified in the problem are obtained from a sample selected from a clearly defined population to describe the population in terms of variables.³

This same method was used by Donald Lazarus in his dissertation which is being submitted to the Graduate School of Education at Wayne State University, Wayne County, Michigan. Lazarus explained that a descriptive survey investigation is most purposeful when one or more of the following three conditions are considered.

1. To secure evidence concerning an existing situation or current condition.

2. To identify standards or norms with which to compare present conditions in order to plan the next step.
3. To determine how to take the next step⁴ (having determined where we are and where we wish to go).

These purposes would seem to be in keeping with the intent of this study.

The survey instrument designed to do the descriptive survey investigation was first submitted to the author's advisor. After incorporating the advisor's changes, the author field tested the instrument using urban, suburban, and rural principals from around the state of Illinois. This group offered several very practical suggestions which helped to clarify and condense the survey in order to make it a manageable tool.

In its final form, the survey instrument was coded by region and sent out to principals as determined by a random number table. After two weeks, follow-up letters were sent in order to bring the rate of return to an even higher level.

Once all the data were received, they were input to an IBM mainframe computer, using Statistical Package for the Social Sciences. Specifically, the subprogram called "Frequencies" was run in order to determine the frequency of occurrence of each unique value detected for a variable. As described in the SPSS Primer, the data generated present "the raw count of cases for each value, the percentage of cases based on the total number of cases without a missing value on that variable, and cumulative percentages."⁵

Subsequent to examining the distributional characteristics of the

individual variables, an investigation of relationships between selected variables was conducted. This was done using the subprogram known as crosstabs. Crosstabs, or more formally, crosstabulation, as defined in the SPSS Primer, is "a joint frequency distribution of cases as defined by the categories of two or more variables. Crosstabulations are synonymous with contingency tables."⁶

In order to determine the statistical significance in a distribution of cases the chi square test of statistical significance was used for the study.

LIMITATIONS OF THE STUDY

The principals included in this study were those who presided over schools which were in the state of Illinois. They all were principals of elementary, as opposed to secondary schools.

Additionally, the study was limited to those individuals who were principals of public, as opposed to private or parochial schools. The names of the public school principals who were sent surveys were limited to those that appeared in the Illinois Office of Education Directory of Schools.

The search of literature was conducted through several large academic libraries in the Chicago metropolitan area and was limited by the availability of materials locally or through interagencies, transfers, university microfilms, and Eric files. Computer data base searches revealed sources that were relevant to the topic.

All of the above were used to produce the review presented in Chapter II.

DEFINITION OF TERMS

Elementary School - An educational unit of a school district which may contain any form of graded or nongraded organization. The school will house students in the primary grades, primary and intermediate grades, or primary, intermediate, and upper elementary grades. Those schools designated as junior high schools were not included in the study.

Elementary School Principal - The chief administrative and supervisory officer within the elementary school as defined above.

S.P.S.S. - The Statistical Package for the Social Sciences - A widely used technical language used to communicate with a computer. It is used by social scientists to analyze data.

N.A.E.S.P. National Study, 1978 - A major national study of elementary school principals which has been conducted every ten years since 1928, with the exception of 1938.

CHAPTER I FOOTNOTES

¹1981-82 Illinois Public Schools Districts and Schools published by the Illinois State Board of Education.

²William L. Pharis and Sally B. Zakariya, The Elementary School Principalship in 1978: A Research Study (Arlington, Virginia: National Association of Elementary School Principals, 1979).

³Max D. Englehardt, Methods of Educational Research (Chicago: Rand McNally Educational Series, 1972), p. 293.

⁴Donald Lazarus, "A Study of the Status of Michigan Elementary School Principals, 1982" (Ed.D. Dissertation, Wayne State University, 1984), p. 18.

⁵William R. Klecka, et al. SPSS Primer (New York: McGraw Hill Book Company, 1975), p. 60.

⁶*Ibid.*, p. 70.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

INTRODUCTION

The literature and research on the various components which in total represent the role and functioning of the principal are vast and varied. Since very little specific research has been done on the principal in Illinois, most of what will be presented in this chapter focuses more broadly on the principal in the United States.

Any structuring of this great abundance of literature and research is bound to be somewhat arbitrary. The chapter was organized into the following sections:

- (1) a historical perspective on the principalship
- (2) a contemporary view of the principalship in terms of:
 - a. his role as an Administrator
 - b. his role as an Instructional Leader
 - c. his relationship with the Superintendent and Board of Education
 - d. his functions as a financial officer within a school system
 - e. his relationship with teachers and other personnel
 - f. his relationship with students
 - g. his role with community.

HISTORICAL PERSPECTIVE

The organization of elementary schools as they are generally structured today is a function of the complex educational mission, which they serve. As Knezevich states, "When the elementary school curriculum was limited and the educational aspirations of the pupils modest, the one room or one teacher school proved adequate."⁷ That our forefathers intended the curriculum to be limited seems clear given the fact that the "Deluder Satan Act" of 1642 and 1647 was effected in order to require children to learn to read the Bible. According to Tiedt,⁸ this Act caused the Massachusetts Bay Colony to establish the first public schools in America. In Connecticut, schools were established in 1650, "it being the chief project of that ole deluder Satan, to keep men from a knowledge of the Scriptures."⁹

The fact that the *raison d'être* of the public schools was to teach literacy for the purpose of reading the Bible can be seen when one confronts the ideas that church Sunday Schools did not begin in America until 1785, when one was established in Accomack County, Virginia.¹⁰ Obviously there was little need for church school to teach the Scriptures while public school curricula contained liberal doses of Biblical content.

In addition to basic Biblical literacy, Hakes and Price agree that the first public school taught children to do simple arithmetic and learn manners and morals.

These early schools may have been administered by any number of individuals, perhaps a minister, an indentured servant from abroad, or

occasionally, an educated layman. While the word principal was not used, there were, in some larger schools, teachers who were designed as head teachers. These head teachers did perform some minimal administrative tasks in addition to their teaching duties. Many of them, however, had difficulty performing these tasks according to Otto because their educational training usually consisted of no more than an elementary education. Also, because the head teachers' role was generally not clearly defined and his authority not delineated, friction was created by his intervention in other teachers' matters in some cases.¹²

Although analyses of early manuscripts depicting the historical development of school administrators suggest that in the educational context, the exact origin of the word principal is extremely difficult to trace, there is general agreement that the first usage of the word principal to describe a full time school administrator was in 1838, in Cincinnati, Ohio.¹³ This pattern was not generally followed immediately by other school districts across the country, although many had designated principal-teachers who were increasingly being released from classroom duties in order to deal with the burgeoning problems related to increasing numbers of students and teachers, broadening curriculum goals, and rapid urbanizations among other factors. Thus, the teaching responsibilities of principals were gradually eliminated as schools grew.

Early duties of principals varied from region to region in our country. But to suggest that the principal was, in many cases, a "jack of all trades", can be illustrated. Abner Brown, for instance,

described his experience as the first public school principal in Colorado. His many duties included the chopping down of logs with which to build the first school in Boulder County. In addition he hired an "assistant" to help him teach students.¹⁴

Early principals assumed routine duties such as registration, attendance, assigning and promoting students, acquiring supplies, and assuring a continuity of teaching materials.¹⁵

Paul Revere Pierce of the University of Chicago, in his definitive treatise, indicated that the policy of uniting all departments of a school under the direction of one person took place first in the Cincinnati school district.¹⁶ Although others have given that credit to John Philbrick who was the principal of the Quincy School in Boston, Massachusetts in 1847. Philbrick, who later became the Boston Superintendent of Schools, articulated the program at his school and his role perhaps better than anyone before him. The structure and organization that Philbrick helped to create were greatly influenced by the Prussian system of education which was considered to be the best in the world.¹⁷

By the middle of the nineteenth century, the status of the principalship in large cities was as follows: (1) a teaching male principal was controlling head of the school; (2) female and primary department had prescribed duties which were limited largely to discipline, routine administrative acts, and grading pupils in various rooms.¹⁸

During the period from the mid-1800's to 1900, a shift occurred in administrative tasks that were regarded as being within the purview

of the principal. According to Jacobsen, "principals were required to perform new duties such as organization and general management, control of pupils, and responsibility for buildings and grounds. School authorities and teachers were beginning to realize that the principalship offered professional opportunities. The individual who merely met emergencies in the local school was no longer an entirely satisfactory candidate."¹⁹

With increased responsibilities came increased prestige for the principal. In many school systems he gained the right to a major role in determining which students would be promoted, which teachers would be hired, and how funds were to be dispensed. In addition, he became the individual who received and carried out orders from the Central Office in large school systems. This established him as an important link in the bureaucratic chain, and he was becoming prominent in most of the urban school system.

The turn of the century also brought with it a changing conceptualization about what was, according to some, important in the role of principal. In an early work Elwood P. Cubberley discussed the importance of supervision as a primary goal of the principalship. He indicated that the supervision of instruction "is the prime reason for freeing the principal from teaching."²⁰ However, according to Pierce, the great number of principals were content to busy themselves with a variety of clerical and mundane activities. Very little in the way of supervisory activities were actually accomplished.²¹

As time went on in the twentieth century, more principals did indeed become more involved in supervisory activities. In 1916, a

general supervisor in the St. Louis school system categorized principals into three groups. The first group was very interested in supervision. The second group, though they intended to insist on high quality instruction in their schools, did not provide their teachers with a systemic approach to supervision. The third group has as its major interest the accomplishment of clerical tasks. Those who belonged to this group took little time out of the school office to engage in supervisory activities.²²

During this time also, the responsibilities of the principal were greatly increasing. As the population increased, schools got larger. Principals by now had established the right to choose which teachers would gain full-time status, along with the right to determine transfers and assignments within the building.

Child development studies at this time were also suggesting change in the organization of school. This would also have an impact on the principalship because the studies were indicating that children should have a particular organization to meet their needs up to the age that puberty usually began and a different organization thereafter. Thus the idea of the middle school or junior high school was born and eventually led to the idea that elementary school was for children and secondary school adolescence. According to Knezevich this shift eventually led to the pattern which we see in many schools today with child centered education roughly through fifth or sixth grade and subject centered schools thereafter.²³ The tasks of the principal, then, were beginning to be defined somewhat in terms of the organization of the schools.

Also, at about this time, principals were beginning to join together to form organizations based upon their collective self interest. In 1916 the Department of Secondary School Principals was chartered at the annual meeting of the National Education Association which was meeting in Detroit. The NEA in the period was an organization which included and indeed was dominated by school administrators. The NEA which is now a largely teacher dominated association, no longer includes the Secondary School Principal organization in its organization. Instead, the independent National Association of Secondary School Principals carries on the work started in 1916.

Not to be outdone, the elementary school principals formed their own organization in 1920 under auspices of the National Education Association and with the cooperation of the University of Chicago. This organization was called the Department of Elementary School Principals and was the forerunner of the National Association of Elementary School Principals which continues today to promote the interests of elementary school principals in the United States.

This trend toward organization was evident as principals began to see themselves as having something to gain from these associations. This trend was encouraged by the continued release from classroom duties of more and more principals and the ideas that a collective interest and specific body of knowledge might be formed around the role and functions of the principals. Principals were beginning to see that the day was rapidly approaching when supervisor skills in the classroom was not a sufficient qualification for becoming a principal.

Thus principals associations, many times in conjunction with universities, were beginning to make the principalship a position which needed to be studied in terms of determining a specialized field of knowledge. This field, it was hoped, would help define the principalship.²⁴

A trend toward state organizations was also becoming evident as principals across the country began to band together. One of the first state organizations was formed in Ohio in 1925. A group of women principals was responsible for starting this association which became the Ohio Department of Elementary School Principals chartered in Cincinnati. The organizers of the group wrote: "No individual or local group of individuals can successfully cope with the issues confronting the elementary school principal today."²⁵

With the awareness of a need to create a body of knowledge about the principal came more abundant research on the topic. The National Education Association, in particular, began to publish research bulletins which analyzed the role and function of the principal. A typical bulletin in 1928 for instance chose to cover the topic "The Principal Studies His Job."²⁶ From such studies came the view of the principal as one who in rural areas had a school with an enrollment of 100 to 200 children, was poorly paid, and had limited academic preparation for his role.²⁷

In urban areas the problems faced by the principal were rapidly becoming very complex. Teeming cities meant overcrowding in the schools, different problems including language barriers for recent immigrants, and thus a different pattern of administration. Pierce

for instance, that with the rapid growth of the school population and the lack of trained leaders it was not unusual for a principal to be in charge of as many as four schools.²⁸

A case in point was in Cleveland, Ohio where it was not uncommon for principals to serve several schools. The chairman of the Cleveland School Board described the duties thusly:

The duties of these principals, although not so clearly defined as they might be, are: the exercise of a general oversight of the methods of instruction employed under the direction of the superintendent; the settlement of discipline cases; the rendering of information to parents and citizens; and establishment of rules for preservation of school buildings.²⁹

Perhaps the most significant study of the role and functions of the principal was conducted in 1928. The study of the elementary school principalship was conducted by the Department of Elementary School Principals and included the results of one hundred thirty principals from across the country. It concluded that principals were spending about two-thirds of their time on administrative tasks and that less than twenty percent of their time was devoted to supervision and other instructional leadership tasks.³⁰ This study of the principalship has continued to be done every decade since 1928 with the exception of 1938. More recently, it has been conducted by the National Association of Elementary School Principals which issued its last research study on the principalship in 1978.³¹

Perhaps the reason that administrators were spending so much time on administrative tasks could be traced to the organizational climate of the times before the depression. Frederick Taylor and his theories of scientific management were in vogue along with extrapolations of

Max Weber's study of bureaucracies and how they should function.³²

Thus principals saw themselves as cogs in the organizational gear which made the school system work.

If anything might have mitigated this feeling perhaps it was the growing acceptance of the progressive philosophy of John Dewey.³³ The fact that it was considered important to foster concepts such as democratic leadership with the participation of one's colleagues and subordinates brought about a continuing call for more supervision based on behavioral principals. Other ideas of Dewey's such as "creativity in the classroom" and "pupil participation" were becoming fashionable and thus found principals responding to them by altering somewhat their patterns of management.³⁴ It seemed that the American nation was turning the corner to new approaches in educational leadership when it was hit by the object blight that was endemic to the depression years.³⁵ Cut backs seemed to be the order of the day. Although not totally representative of what was happening, a study done at the Teachers College, Columbia University, indicated the seriousness of the effect of the depression on the principalship. It was found that more than thirty percent of the principals contacted had to seek other remunerative work along with their principalship. Also the typical principal of the study had a school of five hundred forty-five children and a staff of only fifteen teachers. Thus, the principal spent two thirds of his time teaching and one third of his time teaching and one third in administrative work.³⁶

As the depression continued and the nation sought solutions through Franklin Roosevelt's New Deal, educators were being asked to

take a role in the master plan to train people to work on government projects. Principals found themselves in demand to administer education programs at Civilian Conservation Corp. camps for instance.³⁷

In the schools themselves principals were being asked to reexamine their school programs in light of the need to train young people, mostly in the vocational areas, so that the burgeoning number of government projects might be accomplished. Thus education was becoming more practical while "extras" related to aesthetic and other philosophic values were being deleted.³⁸

Given this bleak setting it was falling to the principal to try to mitigate this situation by positively influencing the performance of teachers, lifting morale, and extending learning opportunities to any and all pupils who would come to school. Samuel Goldman indicated that men such as Elton Mayo, who was very involved in the Hawthorne Studies, were calling attention to the need for the study of human relations in school administration. Also, at this time, Chester Barnard was formulating a theory on the role of the executive and Mary Parker Follett was discussing the psychological aspects of administration.³⁹

These philosophical points of view came a good time for school administrators since they were more and more being required to provide leadership for their schools. Indeed, according to Gross and Herriot the major theme of the 1930's in educational administration was that the principal was assuming a much more prominent leadership role in the schools. Also, Reavis and Judd wrote, "The tendency at present is to regard the principal as the intellectual leader of his school and

hold him responsible for the professional improvement of his teachers."⁴⁰

With the onset of World War II the educational establishment was again being called upon to contribute to the war effort. Educational training for troops in a variety of skill areas. According to Edgar Morphet, about eight million "war workers were trained through short-term well organized courses of instruction which were largely implemented by principals from around the country." Also the Lanham Act of 1941 provided federal assistance to local authorities so that they could construct, maintain and operate educational facilities for the children of mobile war workers and servicemen.⁴¹ Again schools and school principals were in a state of flux, trying to help accomplish national objectives but perhaps without the background and training to do a more than adequate job.

The progressive philosophy of John Dewey which had begun to gain momentum following the depression years, suffered a setback during the years of World War II. This had an effect on the perception of what school principals should be doing with their time. As essentialists such as Robert Hutchins and Mortimer Smith demanded an end to what they considered to be "frills" in the school program, administrative training institutions were concentrating on offering specialized courses such as school finance, school building, planning and other technical courses.⁴² Principals were being trained to manage facilities and to administer their buildings in a time of national austerity.

The middle of the century, however, brought with it a call for curricular reform which involved administrative theory according to

John Goodlad. He saw the change as both "revolutionary and evolutionary", incorporating both elements of past experience with significant new departures.⁴³

Innovative programs in educational administration began to surface in order to meet the needs of the changing times. In 1950 and 1951 the Cooperative Program in Educational Administration commenced operations in eight institutions: Harvard, Columbia Teachers College, The University of Chicago, the University of Texas, Peabody College for Teachers, Ohio State University, Stanford University, and the University of Oregon.⁴⁴ These experimental programs focused in on training and research that would provide the principal and other school administrators with up-to-date studies and methodology.

With the Soviet launching of the Sputnik satellite in 1959 came another call for reforms in the public school system. The federal government through measures such as National Defense Education Act of 1958, promoted a greater emphasis on science, mathematics, and foreign languages. School principals responded to this challenge by reevaluating curricular priorities and incorporating more hard core academic time within the framework of the regular school day. While the government was providing categorical grants to accomplish its objectives in the schools, principals were being inundated with paper work. Grants had to be written, programs had to be evaluated, and increasingly reports to governmental bodies were being required.

Also at this time, there was an increasing emphasis on early learning. Kindergarten programs were coming under closer scrutiny and principals were examining assumptions related to the ways that a young

child learns best. By "1958, 70.4 percent of the urban areas maintained public kindergartens,"⁴⁵ although the percentage was much smaller in rural areas.

The research literature related to the principalship was becoming more abundant during the period of the late fifties. An example of this was the study conducted during the 1957-58 school year by Western Washington College of Education and the Washington Education Association. The study entitled "Perceptions of the Elementary Principal's Role"⁴⁶ attempted to determine the distinction between the "real principal" and the "ideal principal". This was one of the first role perception studies which have become very popular as topics for research studies.

The 1960's brought increasing expectations that the schools must change to reflect societal changes. Innovation was the key word for the decade. Trends toward programmed learning, flexible scheduling, ungraded schools and instructional teams meant that the traditional role of the school principal was being challenged as being irrelevant for the times.

In June of 1962 perhaps the most comprehensive examination of the administrative behavior of elementary school principals to date was presented by Columbia Teachers College. The study entitled "Administrative Performance and Personality" was based on a national sample of 232 principals and had three major purposes:

1. To determine dimensions of performance in the elementary school principalship and thus to develop a better understanding of the nature of the job of the school

administrator.

2. To provide information helpful in the solution of the problem of selecting school administrators.
3. To provide materials for the study and teaching of school administration.⁴⁷

This study incorporated innovative techniques using simulation techniques, in-basket problem solving, and the use of kinescopes and tapes to review teacher performance and sharpen supervisory skills. Thus principals were beginning to see themselves as able to expand their role to assume more instructional leadership. This would have an effect on the way school would be run in the future.

Another factor influencing the principalship during this time was the rise of teacher unionism. The National Education Association was becoming less a professional organization dominated by administrators and more a union looking out for the interests of teachers. The American Federation of Teachers and its local affiliates including the Chicago Teachers Union were calling for more militant responses to administrative decisions on salaries, benefits, and school organizational matters. The principal, in many cases, was given the responsibility for answering questions without a representative part in the bargaining process. Steven Cole discussed the changes in teacher attitudes and the demands for action that they were making on principals for better salaries and improved working conditions.⁴⁸ The principal, then was becoming the man-in-the-middle. Receiving pressure from above to carry out policies and procedures and pressure from below to follow to the letter teacher contracts which may have

been agreed to without his assent.

RECENT RESEARCH 1968-PRESENT

The period of recent research on the elementary school principal will be explored with special emphasis being placed on those areas which relate to the research questions and consistent with the organization in Chapter 3.

PERSONAL AND PROFESSIONAL DATA

Age

The median age of elementary school principals in the United States as reported by the National Association of Elementary School Principals in 1978 was 46 years old. This was the latest of five national studies of the principalship that were conducted every ten years with the exception of 1938.

The median age of principals in the 1968 study was 45 years of age and thus not significantly different. In fact the median ages reported by the national studies since 1928 indicate the following slight changes in median age.

<u>National Study</u>	<u>Median Age</u> ⁴⁹
1928	45
1948	46.5
1958	47.6
1968	45
1978	46

Thus,, one may generalize and say that the median age of principals has remained reasonably constant in the mid-forties, for a

period of fifty years.

In a statewide study, Jarvis, Parker and Moore found the median age of principals in Georgia to be forty-four years.⁵⁰

As reported in his statewide study in Michigan, James Jennings found the majority of principals (53.07 percent) to be in the 35-49 years of age range.⁵¹

Using a slightly different range but getting very much the same results a study in Alabama showed that almost half of the principals surveyed were in the 46-50 years of age range.⁵²

A similar study in West Virginia found that about half of the principals surveyed fell within the age interval of 50-64 years of age.⁵³

Thus, we can conclude that a review of national and state studies indicated that the average principal is well into the middle years of an average life expectancy.

Sex

The 1978 National Study of the Principalship asked the question: Are women supervising principals vanishing?⁵⁴ The same question was asked in the survey conducted in 1968.⁵⁵ The answer may be found in the chart presented below:

<u>Year of Study</u>	<u>Men (%)</u>	<u>Women (%)</u>
1928	45	55
1948	59	41
1958	62	38
1968	78	22
1978	82	18

This chart graphically illustrates the point that fewer and fewer women were being hired as elementary school principals in the fifty years which the chart represents.

The 1978 NAESP survey found that the highest percentage of women principals (25) was found in New England and the lowest percentage (12) was found in the Rocky Mountain region.⁵⁶

This data show clearly that the number of women elementary school principals nationally is very low given the fact that they are represented by much greater numbers in the field of education as a whole. Gross and Trask report that indeed 85 percent of elementary school teachers are female.⁵⁷

In a statewide study by Brothers in Oklahoma, 83 percent of the elementary school principals were found to be males and 17 percent were female.⁵⁸

A study by Arms in Indiana found that 82.5 percent of the responding elementary school principals were male and 17.5 percent were female.⁵⁹

A study by Herbert Andlaver in New Jersey documented a decline in the number of female principals over a nine year period. He found that the number dropped from more than one third to slightly more than one sixth of all elementary school principals.⁶⁰

In studies in Michigan⁶¹ and Missouri⁶² it was found that slightly more than three out of every four principals in the states were males.

As to whether or not it matters if the principal is a male or female one can find some interesting answers in a book by Neal Gross

and Anne E. Trask entitled, The Sex Factor and The Management of Schools. The book presents the findings of a study which had as its objectives to determine if the sex of the administration influenced their role performance, their conception of their tasks, their orientations and reactions to managerial responsibilities, their case histories and aspirations, as well as the operation and productivity of their organizations.⁶³

Ethnic Distribution of Principals

Until the 1978 study none of the National Principal's studies dealt with the issue of ethnicity. Perhaps consciously or unconsciously the issue was avoided. The results of the 1978 survey indicated that fewer than one in ten elementary school principals were non-white despite school desegregation, affirmative action programs and increasing sensitivity to the underrepresentation of minority groups in the profession. Of the elementary school principals surveyed it was found that 90.7 percent were White; 5.5 percent were Black; 2.3 percent were Native American; 0.9 percent were Hispanic; and 0.6 percent classified themselves as Other.

Among male principals the ratio of all minorities to whites was 7.4 percent to 92.6 percent. Among female principals the disparity was not quite so high. There were 18.1 percent minorities to 81.9 percent whites.

Geographically the highest ratio of minorities to whites was found in the Southeast and the lowest in the Plains states. Also, urban communities accounted for 43 percent of all the minority principals identified in the survey.⁶⁴

One can conclude from these data that the elementary school principalship is overwhelmingly the bastion of the white male.

Few investigators in statewide studies have bothered to investigate and report the ethnic composition of elementary school principals. Some, in fact, like the study Shelton in Arkansas, were limited in design to white elementary school principals.⁶⁵

However, an Oklahoma study of 641 elementary school principals found that well over 90 percent of the principals responding were Caucasian with 4.5 percent black and less than one percent American Indian.⁶⁶

Youngblood in his study of Texas elementary school principals, found that 89 percent of the principals were white and 11 percent were minorities.⁶⁷

In Michigan which is considered by many to be a progressive state the findings of one study were even more surprising. James Jennings found in his study that 96 percent of the elementary school principals were Caucasian, less than two percent were black, with the other two percent representing all other minorities.⁶⁸

Thus it would appear that whether one looks at national or statewide data there are very few minorities who have had the opportunity to be an elementary school principal.

Marital Status

According to the 1978 National Study there are few single people in the principal's office. Almost nine out of ten elementary school principals were married, and among male principals the odds were even greater. There were some regional differences however. In New

England, for instance, one in eight principals is single while in the Great Lakes Region it is only one in twenty-five.⁶⁹

The 1968 study reported that eight out of ten principals were married. About 12 percent were single and about five percent were widowed, divorced or separated. This study also found that the highest percentage of single principals could be found in the Northeast, leading the authors to conclude that "unlike Horace Greeley's recommendations, perhaps the single person should think twice before going west."⁷⁰

The national data clearly indicate that most principals are married.

Statewide studies shows much the same results.

A West Virginia study reported that 86 percent of the responding elementary school principals were married, six percent were single, and eight percent were widowed, divorced, or separated.⁷¹

An Alabama study found 92.5 percent to be married, 3.7 to be single, 1.1 to be widowed, and 2.7 percent to be divorced.⁷²

Jarvis, Parker, and Moore in their study of Georgia principals found that 83.8 percent were married, 11.4 percent were single, and 4.8 percent were separated, divorced, or widowed.⁷³

An examination of the marital status of Indiana principals showed that 87.3 percent of all principals were married. Only 2.5 percent were reported as widowed, separated or divorced. The study also indicated that while only 9.8 percent of all principals had never been married, 54.5 percent of these single principals were women.⁷⁴

A study conducted by Moss in Wyoming found that close to 90

percent of the elementary school principals were married. Results of this study also indicated that a much greater percentage of male principals were married as compared to female principals among whom 27 percent were married.⁷⁵

The results of national and statewide studies indicate clearly that elementary school principals tend to be married with a much greater percentage of married males compared to females.

Political Philosophy

The 1978 National asked principals to classify themselves in terms of political philosophy. This was the first time that any of the National Principal's studies dealt with this variable. Without seeking to define terms the study asked principals to identify with a political point of view. The results showed that 18.4 percent of respondents considered themselves to be Conservative, 52.8 percent said they tend to be Conservative, 25.7 percent stated that they tend to be Liberal, and 3.1 percent indicated that they are Liberal. Thus better than seven out of ten identify to some degree with the political right. The study also found that this tendency to identify with conservatism cut across all age groups.

Crosstabulations with sex showed that women are slightly less inclined to be conservative than men and that the percentage of women who consider themselves liberal was twice as large as the percentage of men--5.3 percent compared to 2.6 percent.⁷⁶

A statewide study in Oregon found only a slight difference in identification with political parties. Slightly over 48 percent identified with the Republican Party and 42 percent identified with

the Democratic Party.⁷⁷

The Jennings study in Michigan found that of responding principals, 20.52 percent considered themselves to be Democrats, 38.43 were Republicans, and 40.74 expressed that they were "Independents".⁷⁸ Perhaps the most striking research in this area came from Louisiana where fully 87 percent of responding principals considered themselves to be Democrats, five percent Republicans, and eight percent Independent.⁷⁹

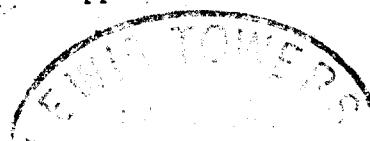
There appears to be a scarcity of studies, national and state, that deal with political preference. Perhaps researchers have considered this to be too personal a question to ask or perhaps the response obtained was considered to be inconsequential to the role of the principal.

Years as a Principal

The typical elementary school principal has been on the job for ten years, five of which he has spent in his present assignment according to the National Study. In fact as the graph below indicates, there has been little change in the median number of years of experience for principals since 1928.

	<u>1928</u>	<u>1948</u>	<u>1958</u>	<u>1968</u>	<u>1978</u>
Median	10.1	10.5	9.1	9.0	10.0

Some differences among subgroups may be worth noting at this point. For instance, the national median for years of experience in the principalship is only six years for women as opposed to 10 years for men. Geographically, 10 percent of principals in the Rocky Mountain states have more than 25 years experience as opposed to a



national low of 2.8 percent in both the Mideast and Great Lakes.

In a crosstabulation with job security, three out of 10 principals who reported feeling insecure in their jobs had spent fewer than three years as a principal.⁸⁰

In a Georgia study investigators reported 50.8 percent with fewer than ten years experience as a principal and 4.3 percent with thirty or more years experience.⁸¹

A study of West Virginia principals found that the median number of years experience for elementary school principals was ten years or the same as was reported by the National Study in 1978.⁸²

In his study of Missouri elementary school principals, Warren reported that 46.3 percent possessed less than ten years experience as principals. No median was reported.⁸³

Andlaver reported that the average New Jersey elementary school principals possessed between six and ten years experience in 1968. This compared with an average of 2-5 years experience in a 1960 New Jersey study.⁸⁴

The median number of years of experience in the principalship as reported by Arms in Indiana was considerably higher, 15.9 years, as compared to other statewide studies.⁸⁵

Positions Prior to Principalship

In the 1978 National Study the broad question "How many of the following positions did you hold before your present principalship?" Thus, the respondents could give more than one response. The highest percentage of responses were in the elementary school teacher category (84 percent), secondary school teacher category (36 percent), and

coach category (24.6 percent).

Some interesting differences between men and women appeared. For instance, fully 95.5 percent of women respondents had been elementary school teachers prior to their first principalship. This compared to 81.6 percent of men who had been elementary school teachers. Also, while 29.8 percent of the male respondents had been coaches prior to their principalships, only 0.7 percent of women principals had held this position. ⁸⁶

The 1968 National Study revealed that 57 percent of the respondents entered the principalship immediately after having been an elementary school teacher. Compared to the 1958 study, the 1968 study found that fewer individuals (8.4 percent) were secondary teachers before assuming an elementary school principalship. ⁸⁷

A statewide study in Oklahoma by Brothers found that 41.3 percent of the elementary school principals had been elementary school teachers immediately prior to their principalships. Also, almost 35 percent of the respondents had ascended to the principalship from some position other than teacher. ⁸⁸

Jennings' study in Michigan revealed that almost 61 percent of the respondents had been elementary school teachers immediately prior to their first principalship. Almost 11 percent had been secondary school teachers, and almost nine percent had been elementary school assistant principals. No other particular group received as much as a five percent response. ⁸⁹

According to Arms, Indiana principals held the position of elementary school teacher in 60 percent of the cases and secondary

teachers in 14.4 percent of the cases.⁹⁰

From the results of both national and state surveys it appears that the vast majority of elementary school principals held the position of teacher prior to their appointments to their principalships.

Highest Degree Earned

According to the National Study of 1978, elementary school principals across the country continued to improve their academic preparation through the years. In 1978 not one principal reported having less than a bachelor's degree, and 96.4 percent held a masters degree or higher. Comparison with principals ten years earlier in 1968 showed considerable progress.

Degrees Held by Elementary Principals 1968 and 1978 (Percent)

	<u>Less Than</u> <u>Bachelor's</u>	<u>Bachelor's</u>	<u>Master's</u>	<u>Six Year</u> <u>Certificate</u>	<u>Doctorate</u>
1978	xx	3.6	74.0	17.5	4.9
1968	3.2	16.9	71.6	6.5	1.8

The trend toward considering the master's degree the academic standard for all principals is dramatically illustrated by a 50 year comparison which shows the percentage of principals with master's degrees or higher since 1928.

<u>1928</u>	<u>1948</u>	<u>1958</u>	<u>1968</u>	<u>1978</u>
15.0	64.0	76.0	79.9	96.4

The National Study of 1978 found no significant differences between men and women relative to academic preparation.⁹¹

James' Jennings in his Michigan study found that 83.0 percent of

the principals surveyed reported having earned at least a master's degree.⁹²

James Magesto in a study of Wisconsin principals found that the typical Wisconsin principal held a master's degree in educational administration.⁹³

In his study of California principals, researcher, Rodney Reed, found that 93.0 percent of those responding indicated that they had achieved at least a master's degree: Also 14.0 percent indicated that they held a doctorate degree.⁹⁴

In a study of Alabama principals, Haywood Mayton found that 97.0 percent of the principals reported that they had attained at least a master's degree. None of the responding principals had attained a doctorate.⁹⁵

Thus, it is clear that overwhelmingly principals are attaining a master's degree as minimum preparation for their roles.

Aspirations

The National Study of 1978 reported that 57.0 percent of the total sample looked upon the elementary school principalship as their final career goal. This percentage had not changed drastically over a period of 20 years: in 1958 it was 53.0 percent and in 1968 it was 56.0 percent.

While there were no significant differences among respondents on the basis of sex, geographical regions, or community type, differences did show up in other subgroups. Of those with a bachelor's degree, two-thirds consider the principalship their final career goal, while two-thirds of those with a doctorate do not. Principals of schools

with an enrollment of fewer than 100 pupils respond in almost the reverse of the national norm: 61 percent of them indicate that the principalship is not their final occupational goal. Also, 63 percent of those with less than five years experience as a principal and 78 percent of those with 15 or more years experience indicated that the principalship was their final occupational goal.

Of those for whom the principalship was not their final career goal, the largest group (26 percent) aspire to be superintendents of school. The principal's sex and formal preparation appear to have some effect on his ultimate professional goal. For example, male principals are more likely than female principals to want to become superintendents, while principals with doctorates are more likely to want to teach in college.⁹⁶

Questions about aspirations were also included in the 1968 National Study. Comparisons of the results show some changes in occupational interests in the ten year period. Two trends were particularly worth noting. First there was an increased interest in positions that were administrative in nature and a corresponding decline in those that were more closely related to supervision and instruction. Second, the increasing percentage of principals interested in other, unspecified positions probably reflected both employment outside education and new opportunities within the profession.⁹⁷

Also, the percentage of principals who indicated they would be willing to become principals again if starting over, declined from 1968 (52.9 percent) to 1978 (49.1 percent). This percentage decrease

was slight.

There were no significant differences when cross-tabulated by sex, region, community type, school size, academic degrees, or years of experience.⁹⁸

James Smith's study of the Louisiana principalship revealed that 76 percent of those responding would be principals if given the opportunity again, while 55 percent indicated that the principalship was not their final goal.⁹⁹

Reed in his California study postulated that a principal's career aspirations were related to job satisfaction. He also found that a majority of California principals (57.0 percent) indicated that they desired to stay at their present school for the next five years. For principals indicating that their present position was not their final occupational goal, 31.0 percent sought to be university professors, 26.0 percent wanted central office positions, and 24.0 percent indicated that they would be leaving education.¹⁰⁰

DEMOGRAPHIC DATA

Community Type

The 1978 National Study reported the results of a question which asked principals to characterize the communities which their schools served. Principals were given three choices: urban, suburban, and rural with no attempt made to define these categories. The purpose of the questions was not to present an exact demographic breakdown but instead to suggest a general overview of the communities served by responding principals.

The same question was asked of principals in the 1968 study. A comparison of the responses from the two studies reveals the following results:

	<u>1968</u>	<u>1978</u>
Urban	33.8	23.3
Suburban	33.0	37.4
Rural	33.3	39.3

Perhaps the only valid conclusion that can be drawn from this is that 10.5 percent fewer principals in 1978 perceive their district to be urban, given a set of undefined terms.

One other finding of the 1978 study was that the "highest ratio of female to male principals is found in urban areas, the lowest ratio in rural settings."¹⁰¹

In a statewide study of New Jersey principals, Andlaver reported the following results: 24 percent identified their communities as urban; 62.7 percent identified their communities as suburban; and 13.3 percent identified their communities as rural.¹⁰²

In Georgia, researchers Jarvis, Parker, and Moore reported the following: urban principals, 23.4 percent; suburban principals, 36.6 percent; and rural principals, 40 percent.¹⁰³

In Michigan, James Jennings reported the following results: 53.6 percent described their communities as suburban; 21.1 percent described their communities as urban; and 25.2 percent described their communities as rural.¹⁰⁴

Again, due to the imprecise nature of the questions, which lacked definitions of community type, very little can be concluded other than

the fact that principals classified themselves according to the percentages presented above.

School Enrollment

The National Study of 1978 reported that the nation's elementary schools were getting smaller. This came as no surprise to school administrators, many of whom were presiding over the closing of schools due to declining enrollment. The median enrollment in elementary schools in 1958 was 536 pupils. By 1968 the median had dropped to 490, and by 1978 it was down to 430 pupils.

In 1968, the median school enrollment for female principals was higher (556) than for male supervising principals (539). By 1978, that situation had reversed. Schools with male principals had a median enrollment of 440, compared to a median of 386 in schools with female principals.

Enrollment figures showed some regional variations. The highest median enrollment was in the Mideast, with 509 pupils. The Plains states had the lowest median enrollment, with 377 pupils.¹⁰⁵

In a statewide study of West Virginia, Mills found that fully 75 percent of the total principals surveyed indicated that their student enrollment was less than 400. He also found that the larger the student enrollment the more likely it was that the principal would be male.¹⁰⁶

In a study of the Mississippi principalship Carroll Russell found that the mean enrollment of elementary schools surveyed was 484 pupils.¹⁰⁷

Arms' study of Indiana reported that the mean number of students

supervised by the principal was 536. In addition, he reported that 44 percent of reporting Indiana principals had schools with an enrollment of 400-900 pupils.¹⁰⁸

School District Enrollment

The National Study of 1978 reported that the total enrollment of the school districts in which the respondents worked ranged from 500 students to about three-quarters of a million. The mean school district enrollment was 17,910, and the median, which ranged from 2,188 in the Plains to 9,444 in the Southeast, was 5,000. The study also reported that the mean, median, and range of school district enrollment all were higher for female principals.¹⁰⁹

The 1968 National Study provided very little in the way of data about school district enrollment but the following information was gleaned: approximately 25 percent of the responding principals indicated that they worked in school districts with 25,000 or more pupils; 47 percent were in districts with enrollments in the 3,000 to 24,999 range; and 28 percent were in districts with from 100 to 2,999 students.¹¹⁰

In one of the few statewide studies that dealt with this issue, Jennings reported the following about the state of Michigan: 28.5 percent of the principals worked in districts with an enrollment between 100 and 2,999 pupils; 60.68 percent reported employment in districts which ranged from 3,000 to 24,999 students; and 10.82 percent were in districts with 25,000 or more students.¹¹¹

Grades Supervised

Kindergarten through sixth grade was the most common combination

of grade levels supervised by principals according to the 1978 National Study. Nearly two-thirds of the principals reported supervising kindergarten through sixth grade schools. This compares with two-fifths of the principals who reported supervising K-6 schools in the 1968 National Study. If principals whose schools include pre-kindergarten programs are added to this number, the pattern is even more pronounced: 42 percent in 1968 versus 75 percent in 1978.

The table below reports the organization of elementary schools since 1928:¹¹²

	<u>1928</u>	<u>1948</u>	<u>1958</u>	<u>1968</u>	<u>1978</u>
K-6	26%	34%	51%	41.8%	74.8%
K-8	17	21	12	7.7	14
1-8	16	9	8	9.6	1
1-6	16	17	27	20.4	4.9
K(1)-7	12	xx	xx	xx	xx
Other	13	19	2	20.5	5.3

In his statewide study of Wisconsin, Magesto reported that the typical school organization pattern (55 percent) was K-6. He also determined that the most common pattern of school organization remained to be the regular self-contained, graded classroom.¹¹³

In her study of the Texas principalship, Glenda Norwood reported that the typical elementary school principal supervised one building with a kindergarten through fifth grade organizational pattern.¹¹⁴

Brothers' investigation of the Oklahoma principalship showed that 72.5 percent of their schools were organized on a kindergarten through sixth grade on first through sixth grade pattern.¹¹⁵

SALARY AND BENEFITS

Salary

The 1978 National Study reported that the typical principal earned \$21,500 for an eleven month work year. He had a written contract, which specified his salary, working conditions and benefits. He was covered by group life insurance, paid for by his district.

His salary and fringe benefits were generally determined solely by the school board and/or superintendent but he would prefer that they were determined by formal collective bargaining or an administrative team.

Comparing males with females in terms of salary, the following was reported: "Although the median salary for men was \$220 higher than that for women, 1.1 percent more women than men (were) in the highest salary category. The highest salary reported was \$35,900 and the lowest, \$6,000. Both principals were men. The highest salary for a female principal was \$35,726 and the lowest, \$9,250."¹¹⁶

The median salary for elementary school principals has more than tripled since 1958 and more than doubled since 1968.

In national salary study done by the Educational Research Service in 1977-78,¹¹⁷ it was reported that the mean salary for principals was \$22,132, as compared to a mean of \$21,848 in the NAESP study.

In his study of the California principalship in 1977, Reed reported that 67 percent of the principals earned between \$22,000 and \$26,999 per year based on 206 to 225 work days. The median salary of all principals was \$24,400 and the median number of work days upon which the principal's salary was based was 207.¹¹⁸

Contract

A written contract was defined in the 1978 National Study as "an individual contract which specifies salary, benefits, and working conditions signed by the principal and a representative of the school board."¹¹⁹ Over one-third of the responding principals indicated that they did not have a contract. Specifically, 65 percent indicate they did have a contract and 35 percent indicated they did not.

There were no significant differences on this question when analyzed by age, sex, or experience.

The N.A.E.S.P. questionnaire did not analyze the job security provisions of contracts but it noted that 31 percent of the principals working under contract who indicated they were somewhat or very insecure in their jobs had contracts that were in force for two years or more.

Questions related to contracts, written or verbal, were not dealt with in previous N.A.E.S.P. studies.

In his statewide study of the Wisconsin principalship, Magesto reported that written contracts and collective bargaining were very common.

Eighty-six percent had written contracts and over 70 percent of the principals indicated involvement in some capacity in the collective bargaining process.¹²⁰

Russell's examination of the Mississippi principalship revealed that 81 percent of the respondents had a verbal or written contract and that the term of employment was for eleven months.¹²¹

ROLE OF THE PRINCIPAL

Hours Per Week

The typical principal in the sample used for the 1978 National Study reported spending 45 hours per week at school. The median number of hours was the same for all subgroups. The study also reported that four in ten of the respondents spent 48 or more hours on the job. In a regional breakdown it was found that 48.7 percent of principals in the Far West spend more than 48 hours on the job as opposed to only 28.3 percent in New England.

When comparing enrollment to hours spent it was significant to note that 25 percent of principals with school enrollments below 100 spend 48 hours or more on the job as opposed to 49.2 percent of principals with enrollment between 700 and 999 students.

The distribution of principals in hours spent categories, comparing 1978 to 1968, looks like this:

Average Number of Hours Per Week Spent at School¹²²

	<u>Less than 30</u>	<u>30-35</u>	<u>36-41</u>	<u>42-47</u>	<u>48 or more</u>
1968	0.5%	4.1	22.6	39.4	35.5
1978	0.1%	1.7	17.8	39.9	40.5

In their study of the Georgia principalship, Jarvis, Parker, and Moore reported that 52.7 percent of the respondents spent between 40 and 45 hours at school each week. Thirty-two percent worked 46 to 50 hours, and 7.12 percent worked 51-59 hours. Approximately six percent reported working 60 or more hours per week.¹²³

Jennings' study of Michigan revealed that 57 percent of responding principals spent 48 or more hours per week on regular and

school related duties. On the other end of the spectrum 6.26 percent of principals reported working on 36-41 hours per week. An interesting comparison was made between the level of expenditures in the school and hours spent working per week. Jennings found that "a proportionately greater number of principals in high expenditure districts was less likely to spend less than 42 hours on the job and more likely to spend at least 54 hours per week."¹²⁴

Role and Responsibility for Supervision and Instruction

In both the 1968 and 1978 National Studies three brief statements about the principal's general responsibility for supervision were offered. Respondents were asked to select the one that best described his or her own situation. The graph below represents how principals responded to the statement in 1968 and 1978:

Responsibility for Supervision and Instructional Improvement

	<u>1968</u>	<u>1978</u>
I Have Primary Responsibility	75.1%	86.2%
I Am Partly Responsible	20.6	13.0
I Have Little Responsibility	4.3	0.8

The results revealed very insignificant differences when analyzed by age, sex, or region.¹²⁵

A number of statewide studies have dealt with the issue of the role and responsibility of the principal for Supervision and Instruction.

In his perspective on the principalship, George Livesay concluded that the role of the principal must change with the needs of society in order to survive. Specifically, he recommended that principals spend a considerable amount of time on supervision, management of the

instruction program, and educational leadership.¹²⁶

In his study of West Virginia schools, Mills reported that 71.1 percent of those surveyed stated that they had primary responsibility for supervision and instruction within their school. When queried about their role they indicated spending 30 percent of their time on those functions related to supervision and instruction. However, a majority of them (53 percent) indicated that they would like to spend more time on these functions.¹²⁷

In his study of the New Jersey principalship Sherry noted role differences between inner-city and suburban principals relative to the functions of supervision and instruction. He concluded that suburban principals spent much more time working with staff members on new teaching techniques, evaluating instruction, and visiting classrooms.¹²⁸

Role in Evaluating Teachers

Teacher evaluation has been a widely discussed topic. The 1978 National Study revealed that a staff rating form was most commonly used to evaluate teachers. These instruments varied widely in detail and usefulness as well as in their effect on the teacher's subsequent performance, status, and salary. No consensus was found on important questions such as: How often should teachers be evaluated? What type of evaluation instrument should be used? How can one assure the competency of the evaluation? And finally, what is the purpose of the process?

The study reported that women principals were slightly less likely than men to formally evaluate either beginning or experienced teachers. The absence of formal ratings for all teachers was most

frequent in the Rocky Mountains. In the Far West only two percent of the principals reported no formal rating for each group.

The percentage of principals who formally rate teachers, increased as one moved from rural to suburban to urban systems.

There were significant differences between the 1968 survey and the 1978 survey in terms of the percentage of principals who formally rated teachers. For instance, in 1968, 77.9 percent of principals formally rated beginning teachers as opposed to 94 percent in 1978. In 1968, only 66 percent formal rated experienced teachers as opposed to 93.1 percent in 1978.¹²⁹

Relationship with Teachers

Principals were asked to describe their relationship with teachers in their school in the 1978 study. The results indicated that 59.4 percent considered their relationship to be very good; 41.1 percent considered their relationship to be good; 5 percent considered their relationships to be poor; and no principals indicated that their relationships were very poor. To state it positively, 99.5 percent of the principals surveyed indicated that their relationship with teachers was good or very good.

In only two subgroups were poor relations reported by more than three percent of those responding. The subgroups were principals whose morale was bad or very bad and those whose job security was low.

Of the total sample, 17 percent of the principals reported that their teaching staffs included teachers who had previously failed at other assignments and were transferred to their buildings for another chance.¹³⁰

Relationship with Superintendent

The relationship between the school principal and the superintendent was considered to be very good or good by 86 percent of those responding to the 1978 National Study. Those who considered their relationship with the superintendent to be poor numbered 11.3 percent and only 2.9 percent considered their relationship to be very poor. The responses indicated no notable differences when analyzed by age, sex or experience. One interesting note was that those who reported low morale and job insecurity had the worst relationships with their superintendents. A not too surprising finding. Also, principals in the Southwest appeared to have the best relationship with their superintendents. A majority (51.9 percent) indicated that their relationships were very good. Principals in the Far West had the lowest reported percentage (35.3) of those reporting a very good relationship.¹³¹

Relationship with Board of Education

The 1978 National Study reported that more than half the elementary school principals responding had indicated that they and their colleagues enjoyed a good relationship with their school boards. Nonetheless, the relationship is not as strong between principals and school boards as it is between principals and superintendents. For instance, 40.5 percent of responding principals indicated a very good relationship with the superintendent as opposed to 30.1 percent who indicated having a very good relationship with their Board of Education.

The respondent's age and sex did not appear to affect the

principal-board relationship, but other variables such as low morale and job insecurity did.¹³²

Financial Authority

The role of the principal in preparing the school budget was not covered in the 1978 National Study. It was, however, covered in the 1968 study. Respondents were asked to examine three choices and to check the one which most nearly described their own situation. The choices were: "A. I have nothing to do with the budget; it is made by the central office; B. I report in writing on the general needs of the school, but the budget decisions are made in the central office; and C. The teachers and I are expected to prepare budget proposals based upon the program we plan to follow."¹³³ The results of the sample indicated that 35.2 percent had nothing to do with preparing the budget, 40.8 percent made recommendations only, and 23.9 percent plan, recommend, and defend their budgets. There was no significant difference between men and women on this issue however there was a significant difference when comparing small school districts (300 to 2,999 pupils) to large school districts (25,000 pupils or more). The results showed that 30.9 percent of principals in small districts had a significant role in building a school budget as opposed to only 12.5 percent in large districts.¹³⁴

In his study of the California, Reed found widespread satisfaction on the part of principals relative to all parts of their job except one. The only time a majority of the principals implied dissatisfaction was in their role with the school budget. They felt very strongly that the principal should have greater say in the entire

budget planning and implementing process.¹³⁵

Collective Bargaining

According to the 1978 National Study, the typical principal did not participate in collective bargaining for his own contract. He did, however, work with teachers who had a collectively negotiated contract about which he had very little input.

The typical principal felt that teacher bargaining had a negative effect on the quality of education and public opinion about education. While he was sure of the effects of a collective bargaining contract covering teachers, he was not so sure of the effects of one that covered principals.

While the typical principal had not experienced a teacher strike himself, 20 percent of his national colleagues had done so. Of that group, 51 percent felt that the strike was not justified. Slightly over 50 percent also believed that the strike had had a detrimental effect on relationships among teachers, and 42 percent reported that it had had a similarly negative effect on relationships between teachers and the principal.

One of the conclusions of the study was that the collective bargaining process might chip away at some prerogatives that were traditionally the principal's.¹³⁶

Because collective bargaining in education is a fairly recent phenomenon, this issue was not covered in any previous national studies.

Magesto in his statewide study of Wisconsin found a high level of involvement of principals in the collective bargaining process. In

fact, over 70 percent of the respondents indicated involvement in some capacity with the collective bargaining process.¹³⁷

PROBLEMS OF THE PRINCIPALSHIP

In the 1978 National Study, principals reported that despite rumblings of discontent from the public, they felt good about the education children were getting. They believed that students were learning more than they did ten years prior and that they were doing at least as well on the basic skills. Additionally, principals reported not having trouble with declining scores on standardized achievement tests and very little problem with drugs, sex, violence, censorship or crisis management. Specifically, at least nine out of ten principals surveyed stated that they had little or no problem with drugs, sex, alcohol problems with students or teachers, pupil to teacher violence or school gangs.

Despite this rosy outlook, principals did report perceptions of serious problems. Chief among them was serious trouble dismissing teachers who could not or would not, do their jobs and managing student behavior that he believes has worsened in the ten years from 1968 to 1978.

On the matter of dismissing incompetent staff members, which was considered by principals to be the most serious problem, there were no major differences between male and female principals or from age group to age group, and only slight differences among the regions. Not surprisingly, however, the bigger the school, the more serious the problem of dismissing incompetent staff. Almost three times as many

principals in schools with a student enrollment of 1,000 or more consider dismissing incompetent staff members an important problem when compared to principals of schools with a student enrollment of 100 to 399.

On the issue of student behavior, principals reported a general decline in the behavior of students over a ten year period as represented by the fact that only 14 percent of those surveyed considered their student's behavior to be better or much better as opposed to 34 percent who believe student behavior to be worse or much worse.

The differences between groups on this question were insignificant.

The typical principal is also rather pessimistic about federal funds for education. In comparison to state and local education dollars, most of the principals surveyed felt that the federal government gave him less for his money and wasted more.¹³⁸

In his statewide study of New Jersey principals, Sherry asked principals to evaluate problems which they considered most important. Over 50 percent identified implementing the "thorough and efficiency" process (a state-mandated accountability program), developing programs for the gifted, time to supervise, erosion of the administrative and supervisory role of the principal, and student behavior concerns and guidance as critical problems for which they sought solutions.¹³⁹

The researcher concluded his study by indicating that inner-city principals in New Jersey had numerous more problems with the administration of their schools.

Texas principals, as reported by Norwood, assessed their greatest problem as being a burgeoning amount of paper work to the extent that instructional supervision was suffering from a lack of time.

Fully 72 percent of Texas principals believed that accountability in schools was a problem because of the lack of clarity surrounding the issue, although they were most interested in trying to solve it.

The following chapter is a presentation of the findings which emerged from the data collecting phase of the research.

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CHAPTER III

BASIC FINDINGS

INTRODUCTION

The purpose of this chapter is to present the data collected. The data are reported in frequency distributions. Frequency data present the number of each response, the percentage and when applicable, the cumulative percentage.

Although 165 elementary school principals in Illinois responded to the questionnaire, not every principal answered every question. Thus N does not always equal 165 in the frequency distributions.

The data presented will answer the following research questions:

1. What are the personal and professional data? (sex, age, ethnicity, experience, training, professional aspirations, etc.)
2. What are the demographic data in terms of building, district, and community?
3. What are the salaries and fringe benefits?
4. What is the role of the principal?
5. What are the problems of the principalship?

PERSONAL AND PROFESSIONAL DATA

Regions

One hundred sixty-five principals from the state of Illinois responded to this study. The distribution of respondents by region is presented below.

Table 3.1
Distribution of Illinois Principals by Region

Region	Number	Percentage
NE	65	39.4
NC & NW	33	20.0
WC	24	14.5
EC	18	10.9
S	<u>25</u>	<u>15.2</u>
Total	165	

The number and percentage of respondents by region is proportionate to the total number of principals by region in the state of Illinois.

Sex

The elementary school principalship in the state of Illinois is dominated by males. Almost eight of ten who responded to the survey were males as shown in Table 3.2. This figure is similar to what was found in the 1978 NAESP study of the principalship in the United States which reported that slightly more than 80 percent of the principals in the nation were males.

Table 3.2
Respondent's Sex

	Number	Percentage
Male	126	78.3
Female	<u>35</u>	<u>21.7</u>
Total	161	

The findings indicate the continuance of what some consider to be a disturbing fifty year trend which has seen fewer and fewer females in principalships.

Age

The greatest number of principals (38) were in the 36 to 40 years age bracket. This represented 23.7 percent of the respondents. Almost one third of the responding principals were over 50 years of age. Also, almost one-half of the responding principals were 46 years of age or older.

Table 3.3
Respondent's Age

Age	Number	Percentage	Cumulative Percentage
31-35	18	11.2	11.2
36-40	38	23.7	35.0
41-45	26	16.2	51.2
46-50	24	15.0	66.2
51-55	30	18.8	85.0
56-60	16	10.0	95.0
61-65	7	4.4	99.4
66 or older	<u>1</u>	<u>0.6</u>	<u>100.0</u>
Total	160		

Race

The principalship in Illinois is the domain of caucasians despite affirmative action programs, recruitment of blacks for administrative programs and an increasing number of blacks entering the profession. The data in Table 3.4 indicate that 94.5 percent of responding principals were white even though the survey was sent to large population areas with substantial minority populations such as Rockford, Peoria, and perhaps most notably, Chicago.

Of the minorities represented in the data, blacks with 4.3 percent were the largest group. Hispanics who represent a significant minority population in the state represented less than one percent of those surveyed. In fact only one respondent was identified as Hispanic.

Table 3.4
Respondent's Race

Race	Number	Percentage
Black	7	4.3
Caucasian	154	94.5
Hispanic	1	0.6
Other	<u>1</u>	<u>0.6</u>
Total	163	

Marital Status

Data obtained in this study indicate that over 85 percent of the responding principals were married. Almost ten percent were single and the remaining five percent were widowed, divorced, or separated.

Table 3.5
Marital Status

Marital Status	Number	Percentage
Single	16	9.8
Married	139	85.3
Widowed	3	1.8
Divorced or Separated	<u>5</u>	<u>3.1</u>
Total	163	

The cumulative data would seem to indicate that the typical principal in Illinois is a middle aged, white, married male.

Political Philosophy

The majority (51.3 percent) of principals in Illinois considered themselves to be politically moderate. Slightly over one-third of the responding principals identified themselves as Conservative. Only 13.9 percent considered themselves to be liberal while 1.3 percent indicated that they didn't identify with any of the descriptions listed in Table 3.6.

Table 3.6

Political Philosophy

Political Philosophy	Number	Percentage
Conservative	53	33.5
Moderate	81	51.3
Liberal	22	13.9
Other	<u>2</u>	<u>1.3</u>
Total	158	

Years Experience in Education

Illinois principals indicated that they had a great deal of experience in education as evidenced by the fact that the greatest percentage (23.5) had between 21 and 25 years experience in the field. Over 70 percent of responding principals had between 16 and 35 years experience in education. The fewest number of principals were either at the top or the bottom of the list in terms of experience.

Table 3.7

Years Experience in Education

Years Experience in Education	Number	Percentage
6-10	7	4.3
11-15	33	20.4
16-20	30	18.5
21-25	38	23.5
26-30	27	16.7
31-35	21	13.0
36-40	5	3.1
41 or more	<u>1</u>	<u>0.6</u>
Total	162	

Years as a Principal

A significantly higher percentage (30.7) of principals were in the category of having between 10 and 15 years experience as opposed to any other single age category. Over 70 percent of the responding principals had fifteen or fewer years experience as a principal.

Table 3.8
Years Experience as a Principal

Years as a Principal	Number	Percentage	Cumulative Percentage
1-3	24	14.7	14.7
4-6	22	13.5	28.2
7-9	20	12.3	40.5
10-15	50	30.7	71.2
16-20	28	17.2	88.3
21-25	14	8.6	96.9
26-30	4	2.5	99.4
31 or more	<u>1</u>	<u>0.6</u>	<u>100.0</u>
Total	163		

Position Prior to the Principalship

In an attempt to determine the stepping stone to the principalship respondents were asked to indicate their position in education prior to assuming the principalship. It was clear that a very high percentage (64.8) of principals were chosen directly from the ranks of classroom teachers. Some 24.5 percent became principals after having been assistant principals and less than 11 percent had any other education position.

It appears that principals in Illinois were not widely chosen from the ranks of physical education teachers as evidenced by the fact that only 2.5 percent became principals after having taught this subject. This may represent a change from the past when physical education teachers appeared to be disproportionately represented in the principalship.

Table 3.9

Position Prior to Principalship

Position Prior to Principalship	Number	Percentage
Classroom Teacher	103	64.8
Assistant Principal	39	24.5
Central Office	5	3.1
College Faculty	2	1.3
Counselor	3	1.9
Special Ed. Teacher	1	0.6
Art or Music Teacher	2	1.3
P.E. Teacher	4	2.5
Total	159	

Highest Degree Earned

The principalship is a position for those with Masters Degrees and beyond. Less than one percent of those surveyed indicated that the Bachelors Degree was the highest degree earned. Seventy-one percent indicated that they had earned a Masters Degree while 18.5 percent had earned a Specialist Degree of some kind. Slightly less than 10 percent (9.9) had earned a Doctorate.

Table 3.10
Highest Degree Earned

Highest Degree Earned	Number	Percentage
Bachelor	1	0.6
Masters	115	71.0
Specialist	30	18.5
Doctorate	<u>16</u>	<u>9.9</u>
Total	162	

Graduate School

It would appear from the data that Graduate Schools in the State of Illinois can have a great impact on principals and by extension on education. Eighty-seven percent of those surveyed had received their graduate training at a college or university in Illinois.

Table 3.11
State Where Graduate Education Took Place

Graduate School	Number	Percentage
In Illinois	140	87.0
Outside Illinois	<u>21</u>	<u>13.0</u>
Total	161	

Major Source of Ideas

Principals were asked to indicate what they considered to be their major source of ideas for innovations. The greatest percentage

(32.1) stated that these ideas came from professional reading while 23.7 percent indicated that their major source was other principals or teachers.

Only 2.6 percent of those surveyed listed College Courses as their major source of ideas for innovations and slightly less than two percent (1.9) felt that Professional Development Centers had impacted them in this area.

Table 3.12

Major Source of Ideas for Innovation

Major Source of Ideas for Innovation	Number	Percentage
College Course	4	2.6
Inservice	25	16.0
Reading	50	32.1
Conferences, State & National	16	10.3
Conferences, District & Regional	20	12.8
Other Principals or Teachers	37	23.7
Parents or Community Contacts	1	0.6
Professional Development Centers	<u>3</u>	<u>1.9</u>
Total	156	

Age When First Appointed to Principalship

Over one-third (34.4 percent) of the respondents had been appointed to their first principalship while under the age of thirty. Over 35 percent (35.6) of responding principals had received their first principalship between thirty and thirty-five years of age. Thus 70 percent of Illinois principals responding had ascended to the position of principal by age thirty-five. Only one principal had

become a principal after the age of fifty.

Table 3.13

Age When First Appointed to Principalship

Age When First Principal	Number	Percentage	Cumulative Percentage
Under 30	55	34.4	34.4
30-35	57	35.6	70.0
36-40	31	19.4	89.4
41-45	10	6.3	95.6
46-50	6	3.7	99.4
Over 50	<u>1</u>	<u>0.6</u>	<u>100.0</u>
Total	160	100.0	

If Starting Over, Would you Become a Principal

Slightly more than 80 percent (80.2) of those surveyed indicated that they would become principals again if they were starting their careers over although they differed on the degree of certainty about the decision. Over 42 percent (42.6) indicated that they certainly would become a principal again, while 37.7 percent said they probably would. Conversely, 14.2 percent of those responding indicated they probably wouldn't become a principal if starting over and only 5.6 percent stated that they certainly wouldn't.

It would appear from the data that most principals feel that they made the right career choice.

Table 3.14

If Starting Over, Would You Become a Principal

If Starting Over Would You Become a Principal	Number	Percentage	Cumulative Percentage
Certainly Would	69	42.6	42.6
Probably Would	61	37.7	80.2
Probably Wouldn't	23	14.2	94.4
Certainly Wouldn't	9	5.6	100.0
Total	162	100.0	

Retirement Age

It would appear from the data that a large percentage of elementary school principals in Illinois plan on retiring by the age of sixty. Fully two-thirds of the respondents indicated this preference.

One hundred of the one hundred and sixty-two responding principals stated that they planned to retire between the ages of fifty-one and sixty.

Slightly under five percent (4.9) planned to retire before the age of fifty, while 7.4 percent planned to retire at sixty-six years old or older.

Table 3.15
Age Planning to Retire

Retirement Age	Number	Percentage	Cumulative Percentage
50 and Under	8	4.9	4.9
51-55	50	30.9	35.8
56-60	50	30.9	66.7
61-65	28	17.3	84.0
66 or older	12	7.4	91.4
Don't Know	<u>14</u>	<u>8.6</u>	<u>100.0</u>
Total	162		

Security

Principals were asked to respond to the question: How secure do you feel in your present principalship? From the data it would seem that an overwhelming majority of elementary school principals feel secure in their positions. Ninety-six percent of the principals responding felt either very secure or fairly secure in their positions. Only 3.7 percent of the elementary school principals felt either somewhat insecure or very insecure.

Table 3.16

Security in Principalship

Security in Principalship	Number	Percentage	Percentage
Very Secure	122	75.8	75.8
Fairly Secure	33	20.5	96.3
Somewhat Insecure	4	2.5	98.8
Very Insecure	<u>2</u>	<u>1.2</u>	<u>100.0</u>
Total	161		

Is Principalship Final Goal

Elementary school principals in Illinois appeared to be fairly evenly split on the issue, as represented in Table 3.17, of whether the principalship was their final goal as evidenced by the fact that 47.2 percent of the respondents believed the principalship to be their final goal, and 52.8 percent aspired to a different position.

Of those who responded that the principalship was not their final goal, Table 3.18 indicates the positions to which they aspire.

Table 3.17

Is Principal Final Goal

Is Principalship Final Goal	Number	Percentage
Yes	76	47.2
No	<u>85</u>	<u>52.8</u>
Total	161	

Table 3.18

If No, To What Position Do You Aspire

If No, To What Position Do You Aspire	Number	Percentage
Teacher	2	2.4
Supervisor AT	6	7.3
Director of EL. ED.	4	4.9
Assistant Superintendent	7	8.5
Superintendent	24	29.3
College Educator	12	14.6
Other	<u>27</u>	<u>32.9</u>
Total	82	

DEMOGRAPHIC DATA

Number of Buildings Under the Principal's Direction

Most elementary school principals in Illinois have one school under their supervision. According to the data below, 78.3 percent supervise one building; 19.2 percent supervise two buildings; and 2.5

percent supervise three buildings or more.

Table 3.19

Number of Buildings Directed

Number of Buildings Under the Principal's Direction	Number	Percentage
One Building	126	78.3
Two Buildings	31	19.2
Three Buildings	<u>4</u>	<u>2.5</u>
Total	161	

Pupil Enrollment in School(s)

Principals were asked to indicate the number of pupils under their direction. Almost two-thirds (64.7 percent) of the respondents had between 200 and 500 pupils for whom they were accountable in terms of attendance.

The greatest percentage of principals (24.7) had between 300 and 399 pupils in their schools.

The smallest percentage of principals (3.1) had fewer than 99 pupils in their schools.

Also, 4.3 percent of the elementary school principals had 800 or more students under their jurisdiction.

Table 3.20
Student Enrollment

Student Enrollment	Number	Percentage
Under 99	5	3.1
100-199	10	6.2
200-299	28	17.3
300-399	40	24.7
400-499	37	22.8
500-599	20	12.3
600-699	14	8.6
700-799	1	.6
800 or more	<u>7</u>	<u>4.3</u>
Total	162	

Community Type

Principals were asked to characterize the community in which their school was located. They could choose urban, suburban, or rural designations although some principals wrote in small town or other similar designations.

The greatest percentage (42.4) perceived their communities to be rural, while 38.8 percent considered their communities to be suburban. Thus, 81.2 percent of all responding elementary school principals stated that they worked in either a rural or suburban community and 15.2 percent worked in what they perceived to be urban communities.

Table 3.21
Community Type

Community Type	Number	Percentage
Urban	25	15.2
Suburban	64	38.8
Rural	70	42.4
Other	<u>6</u>	<u>3.6</u>
Total	165	

Grade Levels in Schools

The data in Table 3.22 indicated that the K-6 configuration was the most frequently used one in the state.

More than 35 percent (35.2) supervised schools with this configuration. The next most frequently appearing grade configuration was K-8, with 21.6 percent of the schools. The least frequent grade configuration in Illinois, according to the data, was K-2.

Table 3.22
Grade Levels in School

Grade Levels in School	Number	Percentage
K-8	35	21.6
K-6	57	35.2
K-5	32	19.8
K-4	13	8.0
K-3	6	3.7
K-2	2	1.2
K-12	4	2.5
Other	<u>13</u>	<u>8.0</u>
Total	162	

Class Size

Table 3.23 indicates the average class size in schools supervised by the responding principals. Seventy-one percent of the schools have class sizes that range from 21 to 28 pupils.

Table 3.23

Class Size

Class Size	Number	Percentage
15 or fewer	9	5.7
16-20	21	13.2
21-24	46	28.9
25-28	67	42.1
29-32	15	9.4
33-36	<u>1</u>	<u>0.6</u>
Total	159	

School District Enrollment

Principals were asked to estimate the total attendance in their district. Seventeen principals either could not, or would not, make this statement.

Table 3.24

District Enrollment

District Enrollment	Number	Percentage
100-999	39	23.6
1000-1999	50	30.3
2000-2999	19	11.5
3000-3999	6	3.6
4000-4999	7	4.2
5000-5999	5	3.0
6000-6999	12	7.3
10000-14999	5	3.0
15000 or more	5	3.0
Don't Know	<u>17</u>	<u>10.3</u>
Total	165	

SALARY AND BENEFITS

The lowest paid responding elementary school principal had a salary of \$15,500 per year. The highest paid responding principal had a salary of \$48,900.

The median salary of Illinois principals, according to the data gleaned from the survey, was \$33,200.

The greatest percentage of elementary principals who were willing to report their salaries fell in the \$30,000 to \$34,000 salary bracket.

The lowest percentage of principals were in the extreme salary

brackets of \$15,000 to \$19,000 and \$45,000 to \$49,000.

Slightly over 6 percent (6.1) chose not to respond to the question on salary.

Table 3.25
Principal's Salaries

Principal's Salary (In Thousands)	Number	Percentage	Percentage (Cumulative)
15-19	3	1.9	1.9
20-24	9	5.8	7.7
25-29	37	23.9	31.6
30-34	50	32.3	63.9
35-39	38	24.5	88.4
40-44	15	9.7	98.1
45-49	3	1.9	100.0
Total	155		

Term of Contract

Principals were asked to indicate the term of their administrative contract. The data in Table 3.26 indicate that most principals have one year contracts.

Table 3.26

Term of Administrative Contract

Term of Administrative Contract	Number	Percentage
1 Year	134	83.7
2 Years	3	1.9
3 Years	9	5.6
Other	<u>14</u>	<u>8.7</u>
Total	160	

Principal's Collectively Bargained Contract

Only a very small percentage (6.2) of elementary school principals in Illinois are covered by collective bargaining contracts. An extremely high 93.8 percent of principals are not covered by such a contract, although the data in Table 3.28 indicate that only 42.5 percent actually oppose such a contract.

Table 3.27

Principals With Collective Bargaining Contracts

Collective Bargaining Contract	Number	Percentage	Cumulative Percentage
Yes	10	6.2	6.2
No	<u>152</u>	<u>93.8</u>	100.0
Total	162		

Table 3.28

Favor Collective Bargaining for Principals

Collective Bargaining for Principals	Number	Percentage
Favor	54	33.7
Oppose	68	42.6
Undecided	<u>38</u>	<u>23.7</u>
Total	160	

Contracted Number of Weeks Worked

Principals were asked to indicate the number of weeks they were contracted to serve. Almost one-third (32.9) worked 42 weeks or fewer.

Almost one-half (49.4 percent) worked 45 weeks or fewer.

Table 3.29
Number of Weeks Worked Per Year

Weeks Worked	Number	Percentage	Cumulative Percentage
42 or fewer	52	32.9	32.9
43	3	1.9	34.8
44	18	11.4	46.2
45	5	3.2	49.4
46	9	5.7	55.1
47	4	2.5	57.6
48-49	35	22.2	79.7
50 or more	32	20.3	100.0
No Response	<u>7</u>	<u>Missing</u>	100.0
Total	165		

Benefits

The data in Table 3.30 indicate that Life Insurance (84.4%) and Liability Insurance (75.6%) were the most common benefits received of those listed on the questionnaire.

Health Insurance was the most common benefit listed in the other category.

Table 3.30

Benefits

Benefit	Percent of Respondents Receiving the Benefit
Paid Physical	10.6
Dental Insurance	40.6
Paid Professional Dues	45.0
Liability Insurance	75.6
Automobile Allowance	45.6
Early Retirement Incentives	31.4
Life Insurance	84.4
Other Benefits	56.9

THE ROLE OF THE PRINCIPAL

Hours and Evenings Per Week

Nearly one-third (33.1 percent) of responding principals work between 47 and 50 hours per week. Over one-half of the elementary school principals responding to the question indicated that they worked between 44 and 50 hours per week. Almost 20 percent (19.7) indicated that they worked 40 hours or fewer per week on the average.

When asked how many evenings per week they spent on school related activities, 49.7 percent stated that they spent one night per week, while 25.5 percent indicated that they spend two nights per week, and 11.5 percent spend three nights per week on school activities.

Almost five percent (4.8) said they worked four nights per week, while 8.5 percent reported that they did not spend any evenings on school business.

Table 3.31

Hours Worked Per Week

Hours Per Week	Number	Percentage
40 or fewer	31	18.8
41-43	5	3.0
44-46	38	23.0
47-50	52	31.5
51-53	4	2.4
54-57	13	7.9
58 or more	14	8.5
Don't know	<u>8</u>	<u>4.8</u>
Total	165	

Table 3.32

Evenings Worked Per Week

Evenings Per Week	Number	Percentage
1	82	49.7
2	42	25.5
3	19	11.5
4	8	4.9
0	<u>14</u>	<u>8.5</u>
Total	165	

Greatest Time Spent

Elementary school principals reported that they spent the greatest amount of time on the organization and management of their schools, as opposed to other activities. The data in Table 3.33 indicated that 58.5 percent of the respondents spent the greatest

amount of time on the organization and management of their schools, while the next greatest percentage, only 11.5 percent, spent the greatest amount of their time on pupil guidance and adjustment.

Only 4.8 percent of the responding principals said they spend the greatest amount of time on program development and curriculum.

Table 3.33

Greatest Time Spent

Greatest Time Spent	Number	Percentage
Organization and Management	97	58.8
Working with Teachers on Improving Instruction	12	7.3
Pupil Guidance and Adjustment	19	11.5
Curriculum and Program Development	8	4.8
Public Relations	8	4.8
Solving Teachers Problems	15	9.1
Other	6	3.6
Total	165	

Preference to Spend Time

More than two-thirds (67.9 percent) of the respondents indicated that they would like to spend more time working with teachers on improving instruction. This percentage was much higher than the next greatest categorical response, which had 15.8 percent of the respondents wishing to spend more time on curriculum and program development. The largest percentage of response by principals was in the area of pupil guidance and adjustment.

Table 3.34

Area of Preference to Spend More Time

Like to Spend More Time At	Number	Percentage
Organization and Management	8	4.8
Working with Teachers on Improving Instruction	112	67.9
Pupil Guidance and Adjustment	5	3.0
Curriculum and Program Development	26	15.8
Public Relations	4	2.4
Solving Teachers Problems	2	1.2
No Preference	8	4.8
Total	165	

Most Significant Improvement

The principals were asked to indicate the most significant improvement that had taken place in their buildings within the past five years. Almost two-thirds of the respondents chose one of two areas; namely, curriculum and program improvement (35.2 percent), and school climate (30.3 percent).

The only other area to receive a double digit response (12.7 percent) was acquiring new instructional materials for the school.

Table 3.35
Significant Improvement

Most Significant Improvement in Five Years	Number	Percentage
Curriculum and Program Improvement	58	35.2
Organizational Change	7	4.2
New Materials	21	12.7
Methodology	7	4.2
Staff Professionalism	13	7.9
Paraprofessional Involvement	3	1.8
School Climate	50	30.3
Other	6	3.6
Total	165	

Professional Staff in Special Areas

Principals were asked to respond as to whether or not they had certificated personnel in the areas of learning disabilities, gifted education, and library. The greatest percentage (91.5) had certified learning disabilities teachers perhaps because of Public Law 94.142, which mandates service in this area. Certified music, and physical education teachers were available in 81.2 percent and 80 percent respectively in elementary schools supervised by the responding principals.

Table 3.36

Certified Teachers in Special Areas

Professional	Percent Having It
Learning Disabilities Teacher	91.5
Teacher of the Gifted and Talented	49.7
Certified Art Teacher	57.0
Certified Music Teacher	81.2
Certified Physical Ed. Teacher	80.0
Certified Library/Media Specialist	63.0

Administrative Assistance

Although only 4.8 percent of the responding elementary school principals indicated having a full-time Assistant Principal, 40.4 percent had some form of administrative assistance.

Table 3.37

Administrative Assistance

Full-Time	Percent Having It
Assistant Principal	4.8
Part-Time	16.9
Administrative Intern	4.2
Other	14.5
Total	40.4

Teacher Observations

The principals were asked to estimate the number of observations they made in the typical classroom. Observations were defined as visitations which were 20 minutes in duration or longer.

The greatest percentage of respondents indicated that they made three or four observations per year, while 24.4 percent estimated they made one or two such observations. Surprisingly, 20.5 percent indicated that they observed more than ten times per year in the typical classroom.

Table 3.38

Classroom Observations

Number of Observations Per Teacher	Number	Percentage
1 or 2	38	24.4
3 or 4	52	33.3
5 or 6	29	18.6
7 or 8	1	0.6
9 or 10	4	2.6
More than 10	32	20.5

Authority

According to data in Table 3.39, elementary school principals believe that their authority to run their schools is commensurate with the degree to which they are held accountable by the central administration and Board of Education.

Table 3.39

Authority Commensurate with Responsibility

Authority Commensurate with Responsibility	Number	Percentage
Yes	131	82.4
No	28	17.6

Relationship with Teachers

A great percentage (98.7) considered their relationship with teachers to be good or very good.

Only 1.3 percent indicated that their relationships were poor and no respondents suggested that their relationships were very poor.

Table 3.40

Relationship with Teachers

Relationship with Teachers	Number	Percentage	Cumulative Percentage
Very Good	101	63.5	63.5
Good	56	35.2	98.7
Poor	2	1.3	100.0
Very Poor	<u>0</u>	<u>0</u>	
Total	159		

Selection of Teachers

Principals were asked to describe the level of authority they had in selecting teachers for their schools. Sixty-one percent felt that

they had all the authority they needed in the selection process while 21.4 percent indicated they did not have as much authority as they would like, but did have some input into personnel selection decisions.

Some 8.2 percent stated that more often than not they could influence the selection of staff, while 9.4 percent suggested they had little or no authority in selecting teachers and that the central office selected staff members.

Table 3.41

Selection of Teachers

Selection of Teachers	Number	Percentage
Enough Authority to Select	97	61.0
Some Input	34	21.4
Not Enough Input	13	8.2
Little or No Authority	<u>15</u>	<u>9.4</u>
Total	159	

Financial Authority

Is there a trend towards or away from the building principal having financial authority and budget building powers? This was the question asked of the responding elementary school principals. The split was roughly 60-40, favoring those who perceived the trend to be moving toward financial responsibility in the majority.

Table 3.42

Principal's Financial Authority

Principal's Building Financial Authority	Number	Percentage
Moving Towards More Responsibility	94	60.3
Moving Away From Responsibility	<u>62</u>	<u>39.7</u>
Total	156	

Morale

Elementary school principals in the state of Illinois have high morale as evidenced by the data reported in Table 3.43. Better than nine out of ten of the respondents described their morale as either good or excellent. Slightly less than seven percent indicated that their morale was bad and less than one percent (one respondent) suggested that their morale was very bad.

Table 3.43

Morale

Morale	Number	Percentage
Excellent	75	47.2
Good	72	45.3
Bad	11	6.9
Very Bad	<u>1</u>	<u>0.6</u>
Total	159	

Principal's Role in Negotiations

The principals were asked to describe their role in teacher negotiations. Just over 50 percent (50.3) had no involvement whatsoever while 28.5 percent had representation on the Board of Education team that negotiated with the teachers. More than 20 percent acted in an advisory role in the negotiation process.

Table 3.44

Principal's Role in Negotiations

Role in Negotiations	Number	Percentage
On Negotiating Team	43	28.5
Advisory	32	21.2
No Involvement	<u>76</u>	<u>50.3</u>
Total	151	

Principal's Evaluation

Just over 70 percent of the responding principals were evaluated formally. Half of these principals have a formal involvement in the process, and half of them do not. Only 11.4 percent indicated that they were not evaluated at all, while 17.7 percent were evaluated informally.

Table 3.45
Evaluation Procedures

Evaluation Procedures	Number	Percentage	Cumulative Percentage
Formal with Principal's Involvement	56	35.4	35.4
Formal without Principal's Involvement	56	35.4	70.9
Not Evaluated	18	11.4	82.3
Other	<u>28</u>	<u>17.7</u>	100.0
Total	158		

Relationship with Superintendent

Overwhelmingly, elementary school principals indicated that their relationship with their superintendents were good (33.3 percent), or very good (60.9 percent).

Only 5.7 percent considered the relationship to be poor (3.8 percent), or very poor (1.9 percent).

Table 3.46
Principal/Superintendent Relationships

Relationship with Superintendent	Number	Percentage
Very Good	95	60.9
Good	52	33.3
Poor	6	3.8
Very Poor	<u>3</u>	<u>1.9</u>
Total	156	

Relationship with the Board of Education

According to the data reported in Table 3.47, the relationships between principals and their Boards of Education were for the most part good or very good.

Table 3.47

Principal/Board Relationships

Relationship with Board of Education	Number	Percentage
Very Good	74	47.7
Good	72	46.5
Poor	<u>9</u>	<u>5.8</u>
Total	155	

PROBLEMS OF THE PRINCIPALSHIP

Test Results

Less than half of the responding principals (45.3 percent) indicated that they felt increasing pressure to improve standardized test results as a result of the "Back to Basics" movement.

Table 3.48

Pressure to Improve Test Tests

Pressure to Improve Test Results	Number	Percentage
Yes	72	45.3
No	<u>87</u>	<u>54.7</u>
Total	159	

Increase in Paperwork

Table 3.49 indicates the percent increase in paperwork from 1978 to 1983 as perceived by elementary school principals. The results would seem to indicate that burgeoning paperwork is not a significant problem for the majority of the respondents.

Table 3.49

Increase in Paperwork

Percent Increase in Paperwork Since 1978	Number	Percentage
Not Principal Then	19	11.5
0%	61	37.0
1-5%	29	17.6
6-10%	21	12.7
11-20%	13	7.9
21-30%	8	4.8
31-40%	<u>1</u>	<u>.6</u>
Total	152	

Collective Bargaining by Teachers

The data in Tables 3.50 and 3.51 indicate the percentage of teachers involved in collective bargaining and their principal's attitudes about the effect of this collective bargaining on education respectively.

Although almost eight out of ten principals reported that their teachers bargained collectively, the respondents were very divided regarding their views on the effects of bargaining on education.

Table 3.50

Teachers Collective Bargaining

Do Your Teachers Bargain Collectively	Number	Percentage
Yes	126	78.7
No	<u>34</u>	<u>21.3</u>
Total	160	

Table 3.51

Effect of Bargaining on Education

Effect of Bargaining on Education	Number	Percentage
Good Effect	19	11.9
Little if any Effect	60	37.5
Bad Effect	53	33.1
Don't Know	<u>28</u>	<u>17.5</u>
Total	160	

Mainstreaming

There is no majority point of view as expressed by principals regarding the benefits of mainstreaming of special education children into the general education program.

Table 3.52

Mainstreaming Special Education Children

Is Mainstreaming Beneficial?	Number	Percentage
Yes	75	47.2
No	48	30.2
Don't Know	<u>36</u>	<u>22.6</u>
Total	159	

Busing

Busing to achieve racial balance occurred in only 11.9 percent of the elementary schools in Illinois represented by the respondents.

Table 3.53

Busing

Busing to Achieve Racial Balance	Number	Percentage
Yes	19	11.9
No	<u>140</u>	<u>88.1</u>
Total	159	

Basic Education

Principals were asked to make a judgment as to whether or not children were doing better in the "basics" than they were ten years previously. Over 80 percent (82.4) of the respondents indicated that students were doing as well or better than they did ten years ago.

Table 3.54

Student Performance in Basic Skills

Students' Performance in Basic Subjects Compared with Ten Years Ago	Number	Percentage
Better	75	47.2
Worse	12	7.5
Same	56	35.2
Don't Know	<u>16</u>	<u>10.1</u>
Total	159	

Nationally Standardized Tests

Responding principals overwhelmingly indicated that the students in their schools were holding their own or gaining ground when compared to the national norm group on standardized tests. Only 3.7 percent felt their students were losing ground, while 96.3 percent believed that their students were doing relatively the same, or gaining ground on the norm group.

Table 3.55
Achievement on Nationally Normed Tests

Achievement on National Tests	Number	Percentage
Gaining	88	55.0
Same	66	41.3
Losing	<u>6</u>	<u>3.7</u>
Total	160	

Behavior of Students

According to the data in Table 3.56, almost 80 percent of the responding principals believe that the behavior of students in their schools is either the same or better than it was five years earlier. Over one-third (36.5 percent) actually felt the behavior was better or much better, while slightly over ten percent considered the behavior to be worse. Just over three percent indicated that student behavior was much worse.

Table 3.56
Student Behavior

Behavior of Students Compared to Five Years Ago	Number	Percentage
Much Better	23	14.5
Better	35	22.0
Same	66	41.5
Worse	16	10.1
Much Worse	5	3.1
Don't Know	<u>14</u>	<u>8.8</u>
Total	159	

Pressure Groups

The superintendent and central office personnel provided the greatest pressure which impacted the principal in the operation of the school. Parents of children were the next most effective pressure groups, followed by teachers, and Board of Education Members, according to the data in Table 3.57.

Table 3.57

Pressure Groups

Most Effective Potential Pressure Groups on Principal	Number	Percentage
Superintendent and/or Central Office	69	43.7
Teachers	25	15.8
Students	6	3.8
Parents	28	17.7
Board Members	19	12.0
District Citizens	6	3.8
Other	<u>5</u>	<u>3.2</u>
Total	158	

Working Conditions

Working conditions are somewhat satisfactory or better for more than 86 percent of the elementary school principals responding. Only 2.5 percent were very dissatisfied with their working conditions, while 11.3 percent were somewhat dissatisfied.

Table 3.58

Working Conditions

Working Conditions	Number	Percentage
Very Satisfied	74	46.5
Somewhat Satisfied	63	39.6
Somewhat Dissatisfied	18	11.3
Very Dissatisfied	<u>4</u>	<u>2.5</u>
Total	159	

Chapter Three contained frequencies of responses from public elementary school principals to questions which related to the personal and professional characteristics, demographics, salary and benefits, role of the principal, and problems of the principalship.

Chapter Four will present crosstabulations which demonstrate relationships between selected variables.

CHAPTER IV

RELATIONSHIPS BETWEEN VARIABLES

INTRODUCTION

The purpose of this chapter is to analyze the relationship between selected variables and the following factors:

- a. Sex
- b. Age
- c. Region of the state of Illinois
- d. Community type
- e. Job security
- f. Position held immediately prior to principalship
- g. Number of years as a principal
- h. Number of years of experience in education

SEX

No significant relationship was found between the salary of elementary school principals and their sex as indicated in Table 4.1. The greatest percentage of both males and females was in the \$30,000 to \$34,000 salary bracket. This would indicate that in the state of Illinois, principals' salaries were determined by factors other than the gender of the individual.

A significant relationship at the .05 level did not exist when Community Type was crosstabulated by Sex, although, almost 50 percent of the responding male principals were from rural areas as opposed to

just over 25 percent of the female principals. These and other differences between males and females relative to community type are presented in Table 4.2.

When the relationship between morale and principal's sex was tested there was no significant difference as illustrated by Table 4.3. The percentage of male respondents who considered their morale to be excellent or good was 91.8 and the percentage of female respondents who considered their morale to be excellent or good was 94.2.

As Table 4.4 illustrates, there was no relationship between the principalship and whether they considered the principalship to be their final goal. In fact, 48.8 percent of the males and 41.2 percent of the females indicated that the principalship was their final goal. The majority of both males and females do not consider the principalship to be their final occupational goal in education.

Also, no significant relationships at the .05 level or stronger were found between the following variables and the sex of the principals:

- a. Major source of ideas
- b. Working conditions
- c. Relationship with superintendent
- d. Relationship with Board of Education
- e. Attitude toward mainstreaming
- f. Achievement on nationally standardized tests
- g. Potential pressure groups
- h. Job security

- i. How greatest time is spent
- j. On what they would like to spend more time
- k. Significant improvements in school
- l. Number of classroom observations

A significant relationship at 0.05 level was found when the age that the respondents had gained their first principalship was compared with their sex. The difference between the sexes is particularly dramatic when one looks at the percentage of males vs females who received their first principalship under the age of 30. While 41.9 percent of the males had accomplished this goal only 8.8 percent of the females had. The greatest percentage of male principals had become principals under the age of 30 while the greatest percentage of females had become principals between the ages of 36 and 40.

A significant relationship existed at the 0.05 level between principals' attitudes about becoming principals again if given the opportunity to start over and the sex of the principal. Almost 62 percent (61.8) of the responding female principals indicated that they certainly would become principals again as compared with 36.5 percent of the responding male principals.

Slightly over 40 percent (40.5) of the responding males indicated they probably would become principals as compared to 29.4 percent of the responding females. Thus the data indicate that female principals were more certain than males that they would become principals again if given the opportunity to start over.

A significant relationship at the 0.05 level was found between the dismissal of teachers and the sex of the principal.

Over two-thirds of responding male principals indicated that they had directly dismissed a teacher because of his or her incompetence or a violation of school policy. Forty percent of the responding female principals stated that they had done this.

Table 4.1

Relationship Between Salary of Principals and Sex

Salary In Thousands	Count Row % Col % Total	Male	Female	Row Total
15-19	2 66.7 1.7 1.3	1 33.3 3.0 0.7	3 2.0	
20-24	8 88.9 6.7 5.2	1 11.1 3.0 0.7	9 5.9	
25-29	31 83.8 25.8 20.3	6 16.2 18.2 3.9	37 24.2	
30-34	40 80.0 33.3 26.1	10 20.0 30.3 6.5	50 32.7	
35-39	25 69.4 20.8	11 30.6 33.3	36 23.5	
40-44	11 73.3 9.2 7.2	4 26.7 12.1 2.6	15 9.8	
45-49	3 100.0 2.5 2.0	0 0.0 0.0 0.0	3 2.0	
	COLUMN TOTAL	120 78.4	33 21.6	153 100.0

CHI SQUARE = 4.30080 with 6 Degrees of Freedom
Significance not at 0.05 level

Table 4.2

Relationship Between Community Type and Sex of Principal

Community Type	Count Row % Col % Total	Male	Female	Row Total
Urban	16 69.6 13.0 10.1	7 30.4 20.0 4.4	23 14.6	
Suburban	45 70.3 36.6 28.5	19 29.7 54.3 12.0	64 40.5	
Rural	61 87.1 49.6 38.6	9 12.9 25.7 5.7	70 44.3	
Other	1 100.0 0.8 0.6	0 0.0 0.0 0.0	1 0.6	
	COLUMN	123	35	158
	TOTAL	77.8	22.2	100.0

CHI SQUARE = 6.81385 with 3 Degrees of Freedom
Significance not at 0.05 level

Table 4.3

Relationship Between Morale and Sex of Principal

Morale	Count	Male	Female	Row Total
	Row % Col % Total			
Excellent		54	20	74
		73.0	27.0	47.1
		44.3	57.1	
		34.4	12.7	
Good		58	13	71
		81.7	18.3	45.2
		47.5	37.1	
		36.9	8.3	
Bad		9	2	11
		81.8	18.2	7.0
		7.4	5.7	
		5.7	1.3	
Very Bad		1	0	1
		100.0	0.0	0.6
		0.8	0.0	
		0.6		
	COLUMN	122	35	157
	TOTAL	77.7	22.3	100.0

CHI SQUARE = 2.00179 with 3 Degrees of Freedom
Significance not at 0.05 level

Table 4.4

Relationship Between Principal's Final Goal and Principal's Sex

Is Principalship Final Goal	Count			Row Total
	Row % Col % Total	Male	Female	
Yes		61	14	75
		81.3	18.7	47.2
		48.8	41.2	
		38.4	8.8	
No		64	20	84
		76.2	23.8	52.8
		51.2	58.8	
		40.3	12.6	
	COLUMN	125	34	159
	TOTAL	78.6	21.4	100.0

CHI SQUARE = 0.35500 with 1 Degree of Freedom
Significance not at 0.05 level

Table 4.5

Relationship Between Age When First Principal and Principal's Sex

Age When First Principal	Count Row % Col % Total	Male	Female	Row Total
Under 30		52 94.5 41.9 32.9	3 5.5 8.8 1.9	55 34.8
30-35		43 76.8 34.7 27.2	13 23.2 38.2 8.2	56 35.4
36-40		19 63.3 15.3 12.0	11 36.7 32.4 7.0	30 19.0
41-45		6 60.0 4.8 3.8	4 40.0 11.8 2.5	10 6.3
46-50		4 66.7 3.2 2.5	2 33.3 5.9 1.3	6 3.8
Over 50		0 0.0 0.0 0.0	1 100.0 2.9 0.6	1 0.6
	COLUMN TOTAL	124 78.5	34 21.5	158 100.0

CHI SQUARE = 18.74097 with 5 Degrees of Freedom
Significance at 0.05 level

Table 4.6

The Relationship Between Attitudes About Becoming a
Principal if Starting Over and Sex of the Principal

Would You Become a Principal if Starting Over	Count			Row Total
	Row % Col % Total	Male	Female	
Certainly Would		46	21	67
		68.7	31.3	41.9
		36.5	61.8	
		28.8	13.1	
Probably Would		51	10	61
		83.6	16.3	38.1
		40.5	29.4	
		31.9	6.3	
Probably Wouldn't		20	3	23
		87.0	13.0	14.4
		15.9	8.8	
		12.5	1.9	
Certainly Wouldn't		9	0	9
		100.0	0.0	5.6
		7.1	0.0	
		5.6	0.0	
	COLUMN	126	34	160
	TOTAL	78.8	21.3	100.0

CHI SQUARE = 8.29274 with 3 Degrees of Freedom
Significance at the 0.05 level

Table 4.7

The Relationship Between Teacher Dismissal and Sex of the Principal

Have You Dismissed a Teacher	Count Row % Col % Total	Male	Female	Row Total
Yes	82 85.4 67.8 52.6	14 14.6 40.0 9.0	96 61.5	
No	39 65.0 32.2 25.0	21 35.0 60.0 13.5	60 38.5	
	COLUMN	121	35	156
	TOTAL	77.6	22.4	100.0

CHI SQUARE = 7.70997 with 1 Degree of Freedom
Significance at the 0.05 level

AGE OF PRINCIPAL

A significant relationship at the 0.05 level existed between principals' salaries and their ages. While the number of categories for both salary and age leave many cells empty, the degree of significance related to Table 4.8 indicates the relationship is very strong.

Almost 75 percent of the respondents made between \$25,000 and \$39,000 and almost 75 percent of the respondents were between the ages of 36 and 55.

The greatest percentage of principals in any given salary category were in the \$30,000 to \$34,000 range while the greatest percentage of principals in any given age category were in the 36-40 years of age range.

A significant relationship at the 0.05 level was found between the number of classroom observations made and the age of the principal. Younger principals, under 30 years of age to 40 years of age, made fewer observations than did older principals as illustrated by the data in Table 4.9.

No significant relationship existed between relationships with teachers and ages of the principals. Indeed the overwhelming percentage of principals, regardless of age, considered their relationship to be excellent or good as shown in Table 4.10.

No significant relationships at the .05 level were found between the following factors and the age of principals:

- a. Major source of ideas
- b. Morale

- c. Significant improvements
- d. When last credit course was taken
- e. Potential pressure groups
- f. Working conditions

Table 4.8

Relationship Between Salary and Age of Principal

Salary	Count	AGE								Row Total
	Row % Col % Tot %	Under 30 to 35	36-40	41-45	46-50	51-55	56-60	61-65	66 or Older	
15-19		1	1	0	0	0	0	0	1	3
		33.3	33.3	0.0	0.0	0.0	0.0	0.0	33.3	2.0
		5.9	2.7	0.0	0.0	0.0	0.0	0.0	100.0	
		0.7	0.7	0.0	0.0	0.0	0.0	0.0	0.7	
20-24		3	4	0	1	1	0	0	0	9
		33.3	44.4	0.0	11.1	11.1	0.0	0.0	0.0	5.9
		17.6	10.8	0.0	4.8	3.4	0.0	0.0	0.0	
		2.0	2.6	0.0	0.7	0.7	0.0	0.0	0.0	
25-29		7	11	4	7	5	2	1	0	37
		18.9	29.7	10.8	18.9	13.5	5.4	2.7	0.0	24.3
		41.2	29.7	16.0	33.3	17.2	12.5	16.7	0.0	
		4.6	7.2	2.6	4.6	3.3	1.3	0.7	0.0	
30-34		4	7	11	6	13	3	3	0	47
		8.5	14.9	23.4	12.8	27.7	6.4	6.4	0.0	30.9
		23.5	18.9	44.0	28.6	44.8	18.8	50.0	0.0	
		2.6	4.6	7.2	3.9	8.6	2.0	2.0	0.0	
35-39		2	11	6	5	4	8	2	0	38
		5.3	28.9	15.8	13.2	10.5	21.1	5.3	0.0	25.0
		11.8	29.7	24.0	23.8	13.8	50.0	33.3	0.0	
		1.3	7.2	3.9	3.3	2.6	5.3	1.3	0.0	

Table 4.8 (continued)

Salary	Count	AGE								Row Total
	Row % Col % Tot %	Under 30 to 35	36-40	41-45	46-50	51-55	56-60	61-65	66 or Older	
40-44		0	2	4	2	5	2	0	0	15
		0.0	13.3	26.7	13.3	33.3	13.3	0.0	0.0	9.9
		0.0	5.4	16.0	9.5	17.2	12.5	0.0	0.0	
		0.0	1.3	2.6	1.3	3.3	1.3	0.0	0.0	
45-49		0	1	0	0	1	1	0	0	3
		0.0	33.3	0.0	0.0	33.3	33.3	0.0	0.0	2.0
		0.0	2.7	0.0	0.0	3.4	6.3	0.0	0.0	
		0.0	0.7	0.0	0.0	0.7	0.7	0.0	0.0	
	COLUMN	17	37	25	21	29	16	6	1	152
	TOTAL	11.2	24.3	16.4	13.8	19.1	10.5	3.9	0.0	100.0

CHI SQUARE = 89.91206 with 42 Degrees of Freedom Significance at the 0.05 level

Table 4.9

Relationships Between Classroom Observations and Age of the Principal

Number of Classroom Observations	Count	AGE								Row Total
	Row %	Under 30 to 35	36-40	41-45	46-50	51-55	56-60	61-65	66 or Older	
	Col % Tot %									
1 or 2		4	11	6	7	6	3	0	1	38
		10.5	28.9	15.8	18.4	15.8	7.9	0.0	2.6	24.8
		22.2	28.9	24.0	30.4	22.2	20.0	0.0	100.0	
		2.6	7.2	3.9	4.6	3.9	2.0	0.0	0.7	
3 or 4		7	19	8	7	7	3	1	0	52
		13.5	36.5	15.4	13.5	13.5	5.8	1.9	0.0	34.0
		38.9	50.0	32.0	30.4	25.9	20.0	16.7	0.0	
		4.6	12.4	5.2	4.6	4.6	2.0	0.7	0.0	
5 or 6		5	5	7	5	4	1	0	0	27
		18.5	18.5	25.9	18.5	14.8	3.7	0.0	0.0	17.6
		27.8	13.2	28.0	21.7	14.8	6.7	0.0	0.0	
		3.3	3.3	4.6	3.3	2.6	0.7	0.0	0.0	
7 or 8		0	0	0	0	1	0	0	0	1
		0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.7
		0.0	0.0	0.0	0.0	3.7	0.0	0.0	0.0	
		0.0	0.0	0.0	0.0	0.7	0.0	0.0	0.0	
9 or 10		1	0	0	0	0	1	2	0	4
		25.0	0.0	0.0	0.0	0.0	25.0	50.0	0.0	2.6
		5.6	0.0	0.0	0.0	0.0	6.7	33.3	0.0	
		0.7	0.0	0.0	0.0	0.0	0.7	1.3	0.0	

Table 4.9 (continued)

Number of Classroom Observations	Count	AGE								Row Total
	Row %	Under 30 to 35	36-40	41-45	46-50	51-55	56-60	61-65	66 or Older	
	Col % Tot %									
More than 10		1	3	4	4	9	7	3	0	31
		3.2	9.7	12.9	12.9	29.0	22.6	9.7	0.0	20.3
		5.6	7.9	16.0	17.4	33.3	46.7	50.0	0.0	
		0.7	2.0	2.6	2.6	5.9	4.6	2.0	0.0	
	COLUMN	18	38	25	23	27	15	6	1	153
	TOTAL	11.8	24.8	16.3	15.0	17.6	9.8	3.9	0.7	100.0

CHI SQUARE = 61.75287 with 35 Degrees of Freedom

Significance at the 0.05 level

Table 4.10

Relationship Between Relationship with Teachers and Age of Principal

Relationship with Teachers	Count	AGE								Row Total
	Row %	Under 30 to 35	36-40	41-45	46-50	51-55	56-60	61-65	66 or Older	
	Col % Tot %									
Very Good		10	25	18	17	15	10	5	0	100
		10.0	25.0	18.0	17.0	15.0	10.0	5.0	0.0	64.1
		55.6	67.6	72.0	70.8	51.7	62.5	83.3	0.0	
		6.4	16.0	11.5	10.9	9.6	6.4	3.2	0.0	
Good		8	10	7	7	14	6	1	1	54
		14.8	18.5	13.0	13.0	25.9	11.1	1.9	1.9	34.6
		44.4	27.0	28.0	29.2	48.3	37.5	16.7	100.0	
		5.1	6.4	4.5	4.5	9.0	3.8	0.6	0.6	
Poor		0	2	0	0	0	0	0	0	2
		0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3
		0.0	5.4	0.0	0.0	0.0	0.0	0.0	0.0	
		0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	
	COLUMN TOTAL	18	37	25	24	29	16	6	1	156
		11.5	23.7	16.0	15.4	18.6	10.3	3.8	0.6	100.0

CHI SQUARE = 13.84154 with 14 Degrees of Freedom

Significance not at 0.05 level

perceptions of trends toward building financial authority and community type. Urban principals felt that there was a trend moving away from giving principals financial authority to run their schools while suburban and rural principals indicated that they felt the trend was moving towards giving them more building financial authority.

The relationship between the elementary school principal's perception that his authority was commensurate with the degree to which he was held responsible and community type was significant at the 0.05 level.

Suburban principals (88.9 percent) and rural principals (84.1 percent) were more likely to consider their authority to be commensurate with the degree to which they were held responsible than were urban principals (64 percent).

A significant relationship at the 0.05 level was found between busing to achieve racial balance and community type.

The data in Table 4.14 indicate that busing to achieve racial balance occurred in a much larger percentage of urban schools (36 percent) than either suburban or rural schools. In fact almost 99 percent of the responding rural principals indicated that no busing had taken place to achieve racial balance.

Collective bargaining of teachers was found to be more prevalent in urban and suburban schools than in rural schools although the percentages of each were relatively high (88.0, 87.5 and 66.7 percent respectively). A significant relationship at the 0.05 level was found to exist between teacher's collective bargaining and community type.

The behavior of students compared to five years earlier was found

to be significantly related at the 0.05 level to community type.

Urban principals tended to view student's behavior more negatively than either suburban or rural principals. Suburban principals had the highest opinion of student behavior while rural principals were slightly less positive and perceived in greater numbers that behavior had remained the same.

A significant relationship at the 0.05 level existed between the principal's role in teacher negotiations and community type. Suburban principals had the greatest direct involvement in the process while rural principals had the least direct involvement. In fact almost two-thirds of the responding rural principals had no involvement at all in teacher negotiations.

Suburban principals in greater percentages than rural or urban principals perceived that their students had gained ground in nationally standardized tests. Urban principals had the least positive response. A majority of them felt that test scores had remained the same during their tenure. No rural principals reported that test scores had gone down.

The relationship between the pressure groups which most influences the principal and community type was found to be significant at the 0.05 level. The greatest percentage of urban, suburban and rural principals identified the superintendent and central office as the most influential pressure group. Half of the responding urban principals were in this category.

Rural principals considered teachers to be the most influential pressure group to a much greater extent than did urban or suburban

principals.

Also urban principals did not perceive Board of Education members to be influential in terms of how they operate their buildings.

A significant relationship at the 0.05 level was found between principal's working conditions and community type. Suburban principals expressed the greatest satisfaction with their working conditions while rural principals expressed the greatest dissatisfaction with their working conditions. Urban principals largely considered themselves to be somewhat satisfied with their working conditions.

No significant relationship was found between principal's who had directly dismissed a teacher and community type. In fact, the data in Table 4.21 indicate that the percentage of urban, suburban, and rural principals who had dismissed a teacher was almost identical.

Also, no significant relationships at the .05 level were found between the following factors and community type:

- a. Evenings worked per week
- b. Hours worked per week
- c. Percent of time spent on paper work
- d. On what area greatest time is spent
- e. On what area principals would like to spend more time
- f. Morale
- g. Highest degree earned
- h. Sex of principal
- i. Age at first principalship
- j. Significant improvements made in five years

Table 4.11

Relationship Between Principal's Salary and Community Type

Salary	Count	COMMUNITY TYPE				Row Total
	Row % Col % Total	Urban	Suburban	Rural	Other	
15-19		0	0	3	0	3
		0.0	0.0	100.0	0.0	2.0
		0.0	0.0	4.5	0.0	
		0.0	0.0	2.0	0.0	
20-24		0	0	9	0	9
		0.0	0.0	100.0	0.0	5.9
		0.0	0.0	13.4	0.0	
		0.0	0.0	5.9	0.0	
25-29		1	5	30	1	37
		2.7	13.5	81.1	2.7	24.2
		4.3	8.1	44.8	100.0	
		0.7	3.3	19.6	0.7	
30-34		9	18	22	0	49
		18.4	36.7	44.9	0.0	32.0
		39.1	29.0	32.8	0.0	
		5.9	11.8	14.4	0.0	
35-39		10	24	3	0	37
		27.0	64.9	8.1	0.0	24.2
		43.5	38.7	4.5	0.0	
		6.5	15.7	2.0	0.0	
40-44		3	12	0	0	15
		20.0	80.0	0.0	0.0	9.8
		13.0	19.4	0.0	0.0	
		2.0	7.8	0.0	0.0	
45-49		0	3	0	0	3
		0.0	100.0	0.0	0.0	2.0
		0.0	4.8	0.0	0.0	
		0.0	2.0	0.0	0.0	
COLUMN		23	62	67	1	153
TOTAL		15.0	40.5	43.8	0.7	100.0

CHI SQUARE = 77.83763 with 18 Degrees of Freedom
Significance at

Table 4.12

Relationship Between School Financial Trends and Community Type

Financial Authority	Count	COMMUNITY TYPE			Row Total
	Row % Col % Total	Urban	Suburban	Rural	
Moving To		9	42	42	93
	9.7		45.2	45.2	60.4
	37.5		67.7	61.8	
	5.8		27.3	27.3	
Moving From		15	20	26	61
	24.6		32.8	42.6	39.6
	62.5		32.3	38.2	
	9.7		13.0	16.9	
	COLUMN	24	62	68	154
	TOTAL	15.6	40.3	44.2	100.0

CHI SQUARE = 6.71160 with 2 Degrees of Freedom
Significance at the 0.05 level

Table 4.13

Relationship Between Authority Being Commensurate With
Responsibility and Community Type

Authority	Count	COMMUNITY TYPE			Row Total
	Row % Col % Total	Urban	Suburban	Rural	
Yes		16	56	58	130
		12.3	43.1	44.6	82.8
		64.0	88.9	84.1	
		10.2	35.7	36.9	
No		9	7	11	27
		33.3	25.9	40.7	17.2
		36.0	11.1	15.9	
		5.7	4.5	7.0	
	COLUMN	25	63	69	157
	TOTAL	15.9	40.1	43.9	100.0

CHI SQUARE = 7.92201 with 2 Degrees of Freedom
Significance at the 0.05 level

Table 4.14

Relationship Between Racial Busing and Community Type

Racial Busing	Count	COMMUNITY TYPE			Row Total
	Row % Col % Total	Urban	Suburban	Rural	
Yes		9	7	1	17
		52.9	41.2	5.9	10.8
		36.0	11.1	1.4	
		5.7	4.5	0.6	
No		16	56	68	140
		11.4	40.0	48.6	89.2
		64.0	88.9	98.6	
		10.2	35.7	43.3	
	COLUMN	25	63	69	157
	TOTAL	15.9	40.1	43.9	100.0

CHI SQUARE = 22.69679 with 2 Degrees of Freedom
Significance at the 0.05 level

Table 4.15

**Relationship Between Teacher's Collective Bargaining
and Community Type**

Teacher's Collective Bargaining	Count	COMMUNITY TYPE			Row Total
	Row % Col % Total	Urban	Suburban	Rural	
Yes		22	56	46	124
		17.7	45.2	37.1	78.5
		88.0	87.5	66.7	
		13.9	35.4	29.1	
No		3	8	23	34
		8.8	23.5	67.6	21.5
		12.0	12.5	33.3	
		1.9	5.1	14.6	
	COLUMN	25	64	69	158
	TOTAL	15.8	40.5	43.7	100.0

CHI SQUARE = 10.12659 with 2 Degrees of Freedom
Significance at the 0.05 level

Table 4.16

Relationship Between Student Behavior and Community Type

Student Behavior	Count	COMMUNITY TYPE			Row Total
	Row % Col % Total	Urban	Suburban	Rural	
Much Better		1	10	12	23
		4.3	43.5	52.2	14.6
		4.2	15.6	17.4	
		0.6	6.4	7.6	
Better		5	18	11	34
		14.7	52.9	32.4	21.7
		20.8	28.1	15.9	
		3.2	11.5	7.0	
Same		8	22	35	65
		12.3	33.8	53.8	41.4
		33.3	34.4	50.7	
		5.1	14.0	22.3	
Worse		5	7	4	16
		31.3	43.8	25.0	10.2
		20.8	10.9	5.8	
		3.2	4.5	2.5	
Much Worse		3	1	1	5
		60.0	20.0	20.0	3.2
		12.5	1.6	1.4	
		1.9	0.6	0.6	
Don't Know		2	6	6	14
		14.3	42.9	42.9	8.9
		8.3	9.4	8.7	
		1.3	3.8	3.8	
	COLUMN	24	64	69	157
	TOTAL	15.3	40.8	43.9	100.0

CHI SQUARE = 18.82770 with 10 Degrees of Freedom
Significance at the 0.05 level

Table 4.17

Relationship Between Principal's Role in Negotiations
and Community Type

Role in Negotiations	Count	COMMUNITY TYPE			Row Total
	Row % Col % Total	Urban	Suburban	Rural	
On Negotiating Team		8	27	7	42
		19.0	64.3	16.7	28.2
		32.0	45.8	10.8	
		5.4	18.1	4.7	
Advisory		6	11	15	32
		18.8	34.4	46.9	21.5
		24.0	18.6	23.1	
		4.0	7.4	10.1	
No Involvement		11	21	43	75
		14.7	28.0	57.3	50.3
		44.0	35.6	66.2	
		7.4	14.1	28.9	
	COLUMN	25	59	65	149
	TOTAL	16.8	39.6	43.6	100.0

CHI SQUARE = 19.94043 with 4 Degrees of Freedom
Significance at the 0.05 level

Table 4.18

Relationship Between Student Test Scores and Community Type

Score on National Tests	Count Row % Col % Total	COMMUNITY TYPE			Row Total
		Urban	Suburban	Rural	
Gaining		10	41	35	86
		11.6	47.7	40.7	54.4
		40.0	64.1	50.7	
		6.3	25.9	22.2	
Losing		2	4	0	6
		33.3	66.7	0.0	3.8
		8.0	6.3	0.0	
		1.3	2.5	0.0	
Same		13	19	34	66
		19.7	28.8	51.5	41.8
		52.0	29.7	49.3	
		8.2	12.0	21.5	
	COLUMN	25	64	69	158
	TOTAL	15.8	40.5	43.7	100.0

CHI SQUARE = 10.81158 with 4 Degrees of Freedom
Significance at the 0.05 level

Table 4.19

Relationship Between Influence of Potential Pressure Groups
and Community Type

Potential Pressure Groups	Count	COMMUNITY TYPE			Row Total
	Row % Col % Total	Urban	Suburban	Rural	
Sup't and/or Central Office		12	30	26	68
		17.6	44.1	38.2	43.6
		50.0	46.9	38.2	
		7.7	19.2	16.7	
Teachers		2	6	17	25
		8.0	24.0	68.0	16.0
		8.3	9.4	25.0	
		1.3	3.8	10.9	
Students		2	3	1	6
		33.3	50.0	16.7	3.8
		8.3	4.7	1.5	
		1.3	1.9	0.6	
Parents.		5	14	9	28
		17.9	50.0	32.1	17.9
		20.8	21.9	13.2	
		3.2	9.0	5.8	
Board Members		0	8	11	19
		0.0	42.1	57.9	12.2
		0.0	12.5	16.2	
		0.0	5.1	7.1	
District Citizens		0	2	4	6
		0.0	33.3	66.7	3.8
		0.0	3.1	5.9	
		0.0	1.3	2.6	
Other		3	1	0	4
		75.0	25.0	0.0	2.6
		12.5	1.6	0.0	
		1.9	0.6	0.0	
	COLUMN	24	64	68	156
	TOTAL	15.4	41.0	43.6	100.0

CHI SQUARE = 27.57393 with 12 Degrees of Freedom
Significance at the 0.05 level

Table 4.20

Relationship Between Principal's Working Conditions
and Community Type

Working Conditions	Count	COMMUNITY TYPE			Row Total
	Row % Col % Total	Urban	Suburban	Rural	
Very Satisfied		6	37	30	73
		8.2	50.7	41.1	46.5
		24.0	58.7	43.5	
		3.8	23.6	19.1	
Somewhat Satisfied		16	18	28	62
		25.8	29.0	45.2	39.5
		64.0	28.6	40.6	
		10.2	11.5	17.8	
Somewhat Dissatisfied		3	7	8	18
		16.7	38.9	44.4	11.5
		12.0	11.1	11.6	
		1.9	4.5	5.1	
Very Dissatisfied		0	1	3	4
		0.0	25.0	75.0	2.5
		0.0	1.6	4.3	
		0.0	0.6	1.9	
	COLUMN	25	63	69	157
	TOTAL	15.9	40.1	43.9	100.0

CHI SQUARE = 12.36651 with 6 Degrees of Freedom
Significance at the 0.05 level

Table 4.21

Relationship Between Teacher Dismissal and Community Type

Have you Dismissed a Teacher	Count	COMMUNITY TYPE			Row Total
	Row % Col % Total	Urban	Suburban	Rural	
Yes		15	40	42	97
		15.5	41.2	43.3	62.2
		62.5	63.5	60.9	
		9.6	25.6	26.9	
No		9	23	27	59
		15.3	39.0	45.8	37.8
		37.5	36.5	39.1	
		5.8	14.7	17.3	
	COLUMN	24	63	69	156
	TOTAL	15.4	40.4	44.2	100.0

CHI SQUARE = 0.09755 with 2 Degrees of Freedom
Significance not at 0.05 level

SECURITY

The relationship between whether principals would remain principals if offered the same salary to teach and job security was found to be significant at the 0.05 level. More than seven out of ten of the respondents who perceived themselves to be very secure in their jobs indicated that they would remain as principals if offered the same salary to teach. Two-thirds of the principals who reported being fairly secure in their jobs stated that they would not continue in the principalship if offered equivalent salaries to teach.

The relationship between principals indicating that they would become principals again if starting over and job security was significant at the 0.05 level. The more secure a principal perceived himself to be the more certain he was that he would become a principal again if starting over.

A significant relationship at the 0.05 level existed between principal's relationship with teachers and job security. Very secure principals tended to have very good relationships with teachers as evidenced by the data in Table 4.24.

The more secure that principals perceived themselves to be the better they reported their relationship with superintendents to be. Over two-thirds of those who indicated that they were very secure also indicated that they had very good relationships with their superintendents. A significant relationship at the 0.05 level was found to exist between the principal's relationship with this superintendent and job security.

A significant relationship at the 0.05 level was found to exist

between the principal's relationship with his Board of Education and Job Security. Principals who indicated that they had good or very good relationships with their Boards of Education also reported high levels of job security.

Principals who reported good or excellent morale were principals who considered their jobs to be secure as evidenced by the fact that a significant relationship at the 0.05 level was found to exist when morale was crosstabulated with job security.

A significant relationship at the 0.05 level was found to exist when principal's working conditions were compared to job security. Principals who were satisfied with their working conditions were also secure in their jobs.

Table 4.22

Relationship Between Continuing Principalship if Offered the
Same Salary to Teach and Job Security

Continue as Principal if Offered Same Salary to Teach	Count Row % Col % Total	JOB SECURITY				Row Total
		Very Secure	Fairly Secure	Somewhat Insecure	Very Insecure	
Yes		86	10	2	1	99
		86.9	10.1	2.0	1.0	62.3
		71.7	30.3	50.0	50.0	
		54.1	6.3	1.3	0.6	
No		34	22	2	1	59
		57.6	37.3	3.4	1.7	37.1
		28.3	66.7	50.0	50.0	
		21.4	13.8	1.3	0.6	
Don't Know		0	1	0	0	1
		0.0	100.0	0.0	0.0	0.6
		0.0	3.0	0.0	0.0	
		0.0	0.6	0.0	0.0	
	COLUMN	120	33	4	2	159
	TOTAL	75.5	20.8	2.5	1.3	100.0

CHI SQUARE = 21.60974 with 6 Degrees of Freedom
Significance at the 0.05 level

Table 4.23

Relationship Between Respondents Who Would Become
Principals if Starting Over and Job Security

Would You Become a Principal if Starting Over	Count Row % Col % Total	JOB SECURITY				Row Total
		Very Secure	Fairly Secure	Somewhat Insecure	Very Insecure	
Certainly Would		60	8	0	0	68
		88.2	11.8	0.0	0.0	42.5
		49.6	24.2	0.0	0.0	
		37.5	5.0	0.0	0.0	
Probably Would		44	12	2	2	60
		73.3	20.0	3.3	3.3	37.5
		36.4	36.4	50.0	100.0	
		27.5	7.5	1.3	1.3	
Probably Wouldn't		14	8	1	0	23
		60.9	34.8	4.3	0.0	14.4
		11.6	24.2	25.0	0.0	
		8.8	5.0	0.6	0.0	
Certainly Wouldn't		3	5	1	0	9
		33.3	55.6	11.1	0.0	5.6
		2.5	15.2	25.0	0.0	
		1.9	3.1	0.6	0.0	
	COLUMN	121	33	4	2	160
	TOTAL	75.6	20.6	2.5	1.3	100.0

CHI SQUARE = 22.60489 with 9 Degrees of Freedom
Significance at the 0.05 level

Table 4.24

Relationship Between Principal's Relationship
With Teachers and Job Security

Relationship with Teacher	Count	JOB SECURITY				Row Total
	Row % Col % Total	Very Secure	Fairly Secure	Somewhat Insecure	Very Insecure	
Very Good		86	14	1	0	101
		85.1	13.9	1.0	0.0	64.3
		72.3	43.8	25.0	0.0	
		54.8	8.9	0.6	0.0	
Good		33	17	3	1	54
		61.1	31.5	5.6	1.9	34.4
		27.7	53.1	75.0	50.0	
		21.0	10.8	1.9	0.6	
Poor		0	1	0	1	2
		0.0	50.0	0.0	50.0	1.3
		0.0	3.1	0.0	50.0	
		0.0	0.6	0.0	0.6	
	COLUMN	119	32	4	2	157
	TOTAL	75.8	20.4	2.5	1.3	100.0

CHI SQUARE = 52.08347 with 6 Degrees of Freedom
Significance at the 0.05 level

Table 4.25

Relationship Between The Principal's Relationship
With The Superintendent and Job Security

Relationship With Superintendent	Count	JOB SECURITY				
	Row %	Very Secure	Fairly Secure	Somewhat Insecure	Very Insecure	Total
	Col % Total					
Very Good		79	13	2	1	95
		83.2	13.7	2.1	1.1	61.7
		68.1	40.6	50.0	50.0	
		51.3	8.4	1.3	0.6	
Good		32	16	2	0	50
		64.0	32.0	4.0	0.0	32.5
		27.6	50.0	50.0	0.0	
		20.8	12.4	1.3	0.0	
Poor		4	1	0	1	6
		66.7	16.7	0.0	16.7	3.9
		3.4	3.1	0.0	50.0	
		2.6	0.6	0.0	0.6	
Very Poor		1	2	0	0	3
		33.3	66.7	0.0	0.0	1.9
		0.9	6.3	0.0	0.0	
		0.6	1.3	0.0	0.0	
	COLUMN	116	32	4	2	154
	TOTAL	75.3	20.8	2.6	1.3	100.0

CHI SQUARE = 23.15195 with 9 Degrees of Freedom
Significance at the 0.05 level

Table 4.26

Relationship Between Principal's Relationship With
Board of Education and Job Security

Relationship with Board of Education	Count	JOB SECURITY				Row Total
	Row % Col % Total	Very Secure	Fairly Secure	Somewhat Insecure	Very Insecure	
Very Good		66	6	2	0	74
		89.2	8.1	2.7	0.0	48.1
		56.4	18.8	50.0	0.0	
		42.9	3.9	1.3	0.0	
Good		48	21	1	1	71
		67.6	29.6	1.4	1.4	46.1
		41.0	65.6	25.0	100.0	
		31.2	13.6	0.6	0.6	
Poor		3	5	1	0	0
		33.3	55.6	11.1	0.0	5.8
		2.6	15.6	25.0	0.0	
		1.9	3.2	0.6	0.0	
	COLUMN	117	32	4	1	154
	TOTAL	76.0	20.8	2.6	0.6	100.0

CHI SQUARE = 22.18048 with 6 Degrees of Freedom
Significance at the 0.05 level

Table 4.27

Relationship Between Morale and Job Security

Morale	Count					Row Total
	Row % Col % Total	Very Secure	Fairly Secure	Somewhat Insecure	Very Insecure	
Excellent		66	8	1	0	75
		88.0	10.7	1.3	0.0	47.8
		55.5	25.0	25.0	0.0	
		42.0	5.1	0.6	0.0	
Good		49	20	1	0	70
		70.0	28.6	1.4	0.0	44.6
		41.2	62.5	25.0	0.0	
		31.2	12.7	0.6	0.0	
Bad		4	4	1	2	11
		36.4	36.4	9.1	18.2	7.0
		3.4	12.5	25.0	100.0	
		2.5	2.5	0.6	1.3	
Very Bad		0	0	1	0	1
		0.0	0.0	100.0	0.0	0.6
		0.0	0.0	25.0	0.0	
		0.0	0.0	0.6	0.0	
	COLUMN	119	32	4	2	157
	TOTAL	75.8	20.4	2.5	1.3	100.0

CHI SQUARE = 78.60487 with 9 Degrees of Freedom
Significance at the 0.05 level

Table 4.28

Relationship Between Working Conditions and Job Security

	Count					
	Row %					
Working	Col %	Very	Fairly	Somewhat	Very	Row
Conditions	Total	Secure	Secure	Insecure	Insecure	Total
<hr/>						
Very		67	6	1	0	74
Satisfied		90.5	8.1	1.4	0.0	47.1
		56.3	18.8	25.0	0.0	
		42.7	3.8	0.6	0.0	
Somewhat		43	18	0	0	61
Satisfied		70.5	29.5	0.0	0.0	38.9
		36.1	56.3	0.0	0.0	
		27.4	11.5	0.0	0.0	
Somewhat		7	7	2	2	18
Dissatisfied		38.9	38.9	11.1	11.1	11.5
		5.9	21.9	50.0	100.0	
		4.5	4.5	1.3	1.3	
Very		2	1	1	0	4
Dissatisfied		50.0	25.0	25.0	0.0	2.5
		1.7	3.1	3.1	0.0	
		1.3	0.6	0.6	0.0	
	COLUMN	119	32	4	2	157
	TOTAL	75.8	20.4	2.5	1.3	100.0

CHI SQUARE = 47.47311 with 9 Degrees of Freedom
Significance at the 0.05 level

POSITION PRIOR TO PRINCIPALSHIP

A significant relationship at the 0.05 level was found to exist between how principals spent their time and the positions they held prior to their principalships.

Those who had been teachers or assistant principals represented the vast majority of the respondents; this factor along with the sample size and the number of variables left many cells empty as evidenced by the data presented in Table 4.29.

No significant relationship at the 0.05 level was found between principal's relationships with teachers and the principal's positions prior to their principalships. Whether or not a principal had been a teacher immediately prior to gaining a principalship was not a significant factor as illustrated by the data in Table 4.30.

No significant relationships at the 0.05 level were found to exist between the following factors and Position Prior to the Principalship:

- a. Student achievement on standardized tests
- b. Working conditions
- c. Attitudes towards collective bargaining
- d. Attitudes towards mainstreaming special education students
- e. Dismissal of teachers
- f. Major source of ideas for innovation
- g. Age when first a principal
- h. Principals final goal
- i. Number of classroom observations
- j. Morale

Table 4.29

Relationship Between How Greatest Amount of Time is Spent and
Position Prior to Principalship

How Greatest Amount of Time is Spent	Count	POSITION PRIOR TO PRINCIPALSHIP								Row Total
	Row % Col % Tot %	Teacher	Assist. Principal	Central Office	College Faculty	Counselor	Sp. Ed. Teacher	Art or Music Teacher	PE Teacher	
Organization & Management	62	23	4	0	2	0	1	2	94	
	66.0	24.5	4.3	0.0	2.1	0.0	1.1	2.1	60.6	
	62.6	59.0	80.0	0.0	66.7	0.0	50.0	50.0		
	40.0	14.8	2.6	0.0	1.3	0.0	0.6	1.3		
Working with Teachers	7	2	1	2	0	0	0	0	12	
	58.3	16.7	8.3	16.7	0.0	0.0	0.0	0.0	7.7	
	7.1	5.1	20.0	100.0	0.0	0.0	0.0	0.0		
	4.5	1.3	0.6	1.3	0.0	0.0	0.0	0.0		
Pupil Guidance	13	5	0	0	0	0	0	1	19	
	68.4	26.3	0.0	0.0	0.0	0.0	0.0	5.3	12.3	
	13.1	12.8	0.0	0.0	0.0	0.0	0.0	25.0		
	8.4	3.2	0.0	0.0	0.0	0.0	0.0	0.6		
Curriculum & Development	5	2	0	0	0	0	0	1	8	
	62.5	25.0	0.0	0.0	0.0	0.0	0.0	12.5	5.2	
	5.1	5.1	0.0	0.0	0.0	0.0	0.0	25.0		
	3.2	1.3	0.0	0.0	0.0	0.0	0.0	0.6		
Public Relations	4	3	0	0	0	1	0	0	8	
	50.0	37.5	0.0	0.0	0.0	12.5	0.0	0.0	5.2	
	4.0	7.7	0.0	0.0	0.0	100.0	0.0	0.0		
	2.6	1.9	0.0	0.0	0.0	0.6	0.0	0.0		

Table 4.29 (continued)

How Greatest Amount of Time is Spent	Count	POSITION PRIOR TO PRINCIPALSHIP								
	Row %						Art or			
	Col %	Assist.	Central	College	Sp. Ed.	Music	PE	Row		
	Tot %	Teacher	Principal	Office	Faculty	Counselor	Teacher	Teacher	Teacher	Total
Solving	8	4	0	0	1	0	1	0	14	
Teachers	57.1	28.1	0.0	0.0	7.1	0.0	7.1	0.0	9.0	
Problems	8.1	10.3	0.0	0.0	33.3	0.0	50.0	0.0		
	5.2	2.6	0.0	0.0	0.6	0.0	0.6	0.0		
	COLUMN	99	39	5	2	3	1	2	4	155
	TOTAL	63.9	25.2	3.2	1.3	1.9	0.6	1.3	2.6	

CHI SQUARE = 58.29623 with 35 Degrees of Freedom

Significance at the 0.05 level

Table 4.30

Relationship Between Principals Relationship With Teachers and
Positions Prior to the Principalship

Relationship With Teachers	Count		POSITION PRIOR TO PRINCIPALSHIP							Row Total
	Row%	Col%	Assist. Principal	Central Office	College Faculty	Counselor	Sp. Ed. Teacher	Art or Music Teacher	PE Teacher	
Very Good		Tot%	Teacher							
		60	27	5	2	1	1	0	2	98
		61.2	27.6	5.1	2.0	1.0	1.0	0.0	2.0	63.2
		60.6	69.2	100.0	100.0	33.0	100.0	0.0	50.0	
Good		38.7	17.4	3.2	1.3	0.6	0.6	0.0	1.3	
		38	11	0	0	2	0	2	2	55
		69.1	20.0	0.0	0.0	3.6	0.0	3.6	3.6	35.5
		38.4	28.2	0.0	0.0	66.7	0.0	100.0	50.0	
Poor		24.5	7.1	0.0	0.0	1.3	0.0	1.3	1.3	
		1	1	0	0	0	0	0	0	2
		50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3
		1.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0	
		0.6	0.6	0.0	0.0	0.0	0.0	0.0	0.0	
	COLUMN	99	39	5	2	3	1	2	4	155
	TOTAL	63.9	25.2	3.2	1.3	1.9	0.6	1.3	2.6	100.0

CHI SQUARE = 11.67149 with 14 Degrees of Freedom

Significance not at 0.05 level

YEARS AS A PRINCIPAL

There was a significant relationship found between principal's perceptions of student behavior and years as a principal. Those principals with fewer years experience tended to view student behavior in a more positive way as evidenced by the data in Table 4.31.

A significant relationship at the 0.05 level was found to exist between hours worked by principals and years as a principal.

Generally, principals with fewer years experience were found to work longer hours as evidenced by the data in Table 4.32.

No significant relationships were found between the following factors and Years as a Principal:

- a. Major source of ideas for innovation
- b. How greatest amount of time is spent
- c. Morale
- d. When last course was taken
- e. Working conditions
- f. Retirement age
- g. Authority to make changes
- h. Principal's relationship with superintendent
- i. Principal's relationship with teachers
- j. Principal's relationship with board of education
- k. Student achievement on nationally standardized tests

Table 4.31

Relationship Between Student Behavior and Years as a Principal

Student Behavior	Count	YEARS AS A PRINCIPAL								Row Total
	Row %									
	Col % Tot %	1-3	4-6	7-9	10-15	16-20	21-25	26-30	31 or More	
Much Better		2	8	5	2	4	2	0	0	23
		8.7	34.8	21.7	8.7	17.4	8.7	0.0	0.0	14.5
		9.5	36.4	25.0	4.0	14.8	14.3	0.0	0.0	
		1.3	5.0	3.1	1.3	2.5	1.3	0.0	0.0	
Better		6	4	5	13	5	1	1	0	35
		17.1	11.4	14.3	37.1	14.3	2.9	2.9	0.0	22.0
		28.6	18.2	25.0	26.0	18.5	7.1	25.0	0.0	
		3.8	2.5	3.1	8.2	3.1	0.6	0.6	0.0	
Same		5	5	8	24	14	6	3	1	66
		7.6	7.6	12.1	36.4	21.2	9.1	4.5	1.5	41.5
		23.8	22.7	40.0	48.0	51.9	42.9	75.0	100.0	
		3.1	3.1	5.0	15.1	8.8	3.8	1.9	0.6	
Worse		0	2	1	8	2	3	0	0	16
		0.0	12.5	6.3	50.0	12.5	18.8	0.0	0.0	10.1
		0.0	9.1	5.0	16.0	7.4	21.4	0.0	0.0	
		0.0	1.3	0.6	5.0	1.3	1.9	0.0	0.0	
Much Worse		0	0	0	1	2	2	0	0	5
		0.0	0.0	0.0	20.0	40.0	40.0	0.0	0.0	3.1
		0.0	0.0	0.0	2.0	7.4	14.3	0.0	0.0	
		0.0	0.0	0.0	0.6	1.3	1.3	0.0	0.0	

Table 4.31 (continued)

Student Behavior	Count	YEARS AS A PRINCIPAL								Row Total
	Row %									
	Col %									
	Tot %	1-3	4-6	7-9	10-15	16-20	21-25	26-30	31 or More	
Don't Know		8	3	1	2	0	0	0	0	14
		57.1	21.4	7.1	14.3	0.0	0.0	0.0	0.0	8.8
		38.1	13.6	5.0	4.0	0.0	0.0	0.0	0.0	
		5.0	1.9	0.6	1.3	0.0	0.0	0.0	0.0	
	COLUMN	21	22	20	50	27	14	4	1	159
	TOTAL	13.2	13.8	12.6	31.4	17.0	8.8	2.5	0.6	100.0

CHI SQUARE = 66.11679 with 35 Degrees of Freedom

Significance at the 0.05 level

Table 4.32

Relationship Between How Principals Would Like to
Spend Their Time and Years as a Principal

Hours Worked Per Week	Count Row % Col % Tot %	YEARS AS A PRINCIPAL								Row Total
		1-3	4-6	7-9	10-15	16-20	21-25	26-30	31 or More	
40 or Fewer		2	3	4	8	9	3	2	0	31
		6.5	9.7	12.9	25.8	29.0	9.7	6.5	0.0	19.7
		9.1	14.3	20.0	16.0	34.6	23.1	50.0	0.0	
		1.3	1.9	2.5	5.1	5.7	1.9	1.3	0.0	
41-43		1	1	0	1	1	0	0	1	5
		20.0	20.0	0.0	20.0	20.0	0.0	0.0	20.0	3.2
		4.5	4.8	0.0	2.0	3.8	0.0	0.0	100.0	
		0.6	0.6	0.0	0.6	0.6	0.0	0.0	0.6	
44-46		4	5	5	12	7	3	2	0	38
		10.5	13.2	13.2	31.6	18.4	7.9	5.3	0.0	24.2
		18.2	23.8	25.0	24.0	26.9	23.1	50.0	0.0	
		2.5	3.2	3.2	7.6	4.5	1.9	1.3	0.0	
47-50		7	5	6	21	7	6	0	0	52
		13.5	9.6	11.5	40.4	13.5	11.5	0.0	0.0	33.1
		31.8	23.8	30.0	42.0	26.9	46.2	0.0	0.0	
		4.5	3.2	3.8	13.4	4.5	3.8	0.0	0.0	
51-53		0	2	0	0	1	1	0	0	4
		0.0	50.0	0.0	0.0	25.0	25.0	0.0	0.0	2.5
		0.0	9.5	0.0	0.0	3.8	7.7	0.0	0.0	
		0.0	1.3	0.0	0.0	0.6	0.6	0.0	0.0	

Table 4.32 (continued)

Hours Worked Per Week	Count	YEARS AS A PRINCIPAL								Row Total
	Row % Col % Tot %	1-3	4-6	7-9	10-15	16-20	21-25	26-30	31 or More	
54-57		3	3	2	4	1	0	0	0	13
		23.1	23.1	15.4	30.8	7.7	0.0	0.0	0.0	8.3
		13.6	14.3	10.0	8.0	3.8	0.0	0.0	0.0	
		1.9	1.9	1.3	2.5	0.6	0.0	0.0	0.0	
58 or more		5	2	3	4	0	0	0	0	14
		35.7	14.3	21.4	28.6	0.0	0.0	0.0	0.0	8.9
		22.7	9.5	15.0	8.0	0.0	0.0	0.0	0.0	
		3.2	1.3	1.9	2.5	0.0	0.0	0.0	0.0	
	COLUMN	22	21	20	50	26	13	4	1	157
	TOTAL	14.0	13.4	12.7	31.8	16.6	8.3	2.5	0.6	
CHI SQUARE = 65.71184 with 42 Degrees of Freedom Significance at the 0.05 level										

YEARS EXPERIENCE IN EDUCATION

No significant relationships at the 0.05 level were found between the following factors and Years Experience in Education:

- a. When last credit course was taken
- b. Principal's relationship with teachers
- c. Principal's relationship with superintendent
- d. Principal's relationship with board of education
- e. Student achievement on nationally standardized tests
- f. Working conditions
- g. Morale
- h. Student behavior

Chapter Five will present the summary and conclusions drawn from this study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF PROCEDURES

The problem addressed in this study was the collection and analysis of data from working elementary school principals in the state of Illinois.

The purpose of the study was to establish baseline data for future comparative research; to provide comprehensive statistical data on a wide range of functional areas so that principals can self appraise their current status with the statewide findings; to provide information on the state of the principalship so that school boards, educational leaders, governmental agencies, universities and concerned readers would have sufficient information when making decisions that concern the welfare and working conditions of elementary school principals; and to establish whether there are statistically significant differences between and among principals according to sex, age, job security, position held immediately prior to the principalship, community type, region, number of years as a principal, and number of years experience in education.

In order to accomplish this goal, a stratified random sample was taken in order to obtain data that would be representative of the state of Illinois. The state was organized into five geographic areas as per the Illinois State Board of Education. The number of surveys

sent to each region was proportionate to the number of principals in that region.

Surveys were sent to two hundred public elementary school principals of whom one hundred sixty-five eventually responded. These surveys contained eighty-seven questions which dealt with one hundred fourteen variables related to the public elementary school principalship in Illinois.

The data received were then entered into a computer using the Frequencies and Crosstabulations programs of the Statistical Package for the Social Sciences. The chi square test of significance was used to determine the statistical significance of the Crosstabulations.

The results of the study of the role and functions of the Illinois principal, guided by the research questions formulated, were reported in Chapters III and IV.

CONCLUSIONS

Personal and Professional Characteristics

The following conclusions were drawn from the data collected in this study. All of the conclusions relate to public elementary school principals in the state of Illinois.

1. Public school Principals in this state study were white, married, middle-aged males who considered themselves to be moderate to conservative politically. These principals had a great deal of experience in education with somewhere between ten and twenty years experience as principals.

2. Classroom teachers appeared to have the inside track when it

came to ascending to the principalship. Close to two-thirds of the public school principals had reached that position without prior administrative experience as demonstrated by the fact that less than one-quarter of those surveyed had been assistant principals. Also, the stereotypical view of the principal having been a physical education teacher appeared to be false. Less than three percent of those surveyed had been physical education teachers prior to their principalship.

3. Elementary school Principals overwhelmingly received their training from institutions in the state. Almost three quarters of them have the masters degree as their highest degree. They indicated that they learned the most from professional reading and very little from college courses.

4. Principals in this study usually became principals by the time they were thirty-five and plan to retire by the age of sixty. While on the job, the vast majority indicated that they were secure in their positions.

5. There was a fairly even split among principals as to whether the principalship was their final goal. The superintendency was the most attractive goal specified by those for whom the principalship was not their final goal.

6. Female principals in Illinois become principals at a significantly older age than did males. While a large percentage of male principals earned their positions by age thirty, very few females did. However once they did become principals women were more likely than men to be positive about their jobs as measured by their

attitudes toward becoming principals if given the chance to start over.

7. Male and female principals receive comparable salaries for their positions. No statistically significant discrepancies were found between the two genders relative to salary.

8. Job security was a very important factor in determining how a principal felt about himself or herself, job, colleagues, and superiors. Significant positive relationships were found to exist between how secure the principal felt in his or her job and how positively he or she felt about the many relationships and attitudinal factors.

Demographic Data

1. Elementary school principals managed one school with an enrollment between two hundred and five hundred students in a suburban or rural environment. Their schools housed either kindergarten through sixth grade or kindergarten through eighth grade. Class sizes in their schools ranged from twenty-one to twenty-eight students.

2. Salaries of most elementary school principals were in the \$30,000 to \$34,000 bracket which put them nationally in what might be considered the upper end of the lower middle class. Principals also appeared to have a wide range of benefits from Life Insurance to Paid Professional Dues.

3. The vast majority of responding Illinois principals have one-year contracts which are not bargained for collectively.

4. Community type was a significant factor in determining salaries of principals. Suburban principals were the highest paid

followed by urban and rural principals. In fact, almost one-quarter of the responding suburban principals had salaries of \$40,000 or more per year.

5. Urban principals perceived that they had very little authority as compared to suburban and rural principals. Whether the issue was financial control or general responsibility for their schools, urban principals felt that they were lacking in this area.

6. Busing in order to achieve racial balance was being conducted almost exclusively in urban school districts. Very few suburban or rural school districts were engaging in this practice according to the responding principals.

The Role of the Principal

1. Most public school principals work considerably more than the national average forty hour work week. In fact, the greatest number reported working close to fifty hours per week with one or two evenings spent professionally.

2. Very few principals spent the greatest amount of their time on critical areas such as improvement of instruction and curriculum improvement. The great majority of them indicate that most of their time was spent on organization and management even though they strongly felt that they should spend the greatest amount of their time on improvement of instruction.

3. Elementary schools had a great number of certified specialists to meet the needs of learning disabled, gifted and talented students. Certified personnel were in great abundance particularly in the areas of music and physical education, and to a

lesser extent, art and library/media.

4. Most principals were the sole full-time administrators in their buildings. Less than five percent reported having assistant principals, while other more limited assistance was sometimes available.

5. The relationship between the principals and the teacher was a very positive one as reported by elementary school principals. One reason for this might be that more than 80 percent of those responding indicated having final authority or input into the selection of teachers.

6. Morale among elementary school principals was very high. Better than nine out of ten indicated good or excellent morale.

7. Principals had very good relationships with their superiors. They indicated good or excellent relationships with both their superintendents and their Boards of Education.

Problems of the Principalship

1. Elementary school principals were not feeling overly pressured to improve test scores nor were they overly burdened by burgeoning paper work.

2. Responding principals in Illinois overwhelmingly were managing contracts that had been bargained for collectively by teachers. Their feelings were mixed about whether collectively bargaining had had a good effect, bad effect, or no effect at all on education.

3. The majority of the respondents believed that mainstreaming special education students as outlined in Public Law 94-142 may not be

beneficial or did not know if it was.

4. Elementary school principals perceived their students to be doing as well or better in the basic skills on nationally standardized tests and in their behavior when compared to students in the past.

5. The most effective pressure group by a wide margin according to the responding public elementary school principals in Illinois was the superintendent and/or other Central Office administrators. Thus it would seem that the principal was most influenced by those to whom he was most proximately accountable.

6. Working conditions were a source of great job satisfaction according to most public elementary school administrators.

RECOMMENDATIONS

From the Study

1. Intensified efforts should be made to recruit more qualified women, blacks, and other minorities. In particular, the nationwide decrease in the number of women principals over the last fifty years is alarming given the positive attitudes and relationships which women enjoyed according to the research.

Also, blacks, latinos and other minorities of color should be recruited in all areas of the state in order to broaden the base from which principals operate.

2. Develop better administrative training programs in state universities in Illinois. Since the great majority of elementary school principals in Illinois received their degrees within the state, this should be an area of emphasis.

3. Promote experientially based programs such as internships in order to provide an opportunity for future administrators to get on-the-job training. This is particularly important since the research indicated that most principals ascended to their positions directly from the classroom.

4. Universities in Illinois should offer more and better coursework that will attract principals since less than three percent of the principals surveyed indicated that they considered college courses to be their major source of ideas. This might also help to increase the number of principals who choose to go on to receive doctorates; something that the research shows few have accomplished in Illinois.

5. Time and effort should be made to publish quality educational research and pragmatic articles related to the principalship. Since the research indicated that professional reading is the principal's major source of ideas, this is obviously a place where a major impact on schools might be effected.

6. Principals should be provided with productive alternatives for retirement. Since a large percentage of principals indicated that they would retire between fifty-five and sixty years of age, attempts should be made to inform them of possible related career alternatives.

7. More multi-year contracts should be offered to principals. Most principals are on one-year contracts which don't allow the principal enough time to become established in a school. Also, principals, who are not on multi-year contracts could potentially prove to be a problem for schools since they might acquire tenure in the

Law 94-142 is being enforced in the area of mainstreaming of students. It also appears that more education is needed in order for public elementary school principals in Illinois to better understand the benefits of appropriate mainstreaming of special education students.

For Future Study

1. Similar research should be conducted that would include middle school, junior high school, and secondary school principals in the state of Illinois.

2. A replication of this study should be conducted in five to ten years in order to ascertain changes in the elementary school principalship.

3. A study should be conducted which seeks to determine the cause of the decline in numbers of female principals.

4. More in-depth research should be conducted relative to the differences in the principal's role in urban, suburban, and rural districts.

5. Research should be conducted on the effects of collectively bargained contracts on the role of the principal. This is necessary in order to determine how this role has changed and may continue to change.

6. A study of the managerial role of the elementary school principal should be conducted in order to determine the factors which lead principals to spend such a great amount of time in this role.

7. A comparative research study should be conducted which focuses on the factors which influence the manner in which principals differ in the fulfillment of their responsibilities.

8. Research should be undertaken which would compare the perceptions of elementary school principals with the perceptions of parents and teachers on critical issues in education which directly impact the school.

9. A similar statewide study should be undertaken in the future which would be compared with the 1988 NAESP study of the principalship.

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APPENDIX A

WESCOTT SCHOOL

1820 WESTERN AVENUE
NORTHBROOK, ILLINOIS 60062
(312) 272-4660

HARRY P. ROSSI, 183
Principal

DR. THEODORE C. KAMATOS,
Superintendent — District #30

April 23, 1983

Dear Colleague,

I am currently in the process of conducting the first comprehensive study of the principalship in the state of Illinois. This study, which is being done under the auspices of Loyola University of Chicago, will provide base line data for all principals in the state of Illinois.

The results of this study will be shared with the State Superintendent of Schools, the Illinois Principals Association, and other important agencies which impact on the principalship. It will also be published in a variety of professional journals, periodicals and newsletters. It is a most important study which will provide new insights into the Illinois principal and his needs.

You have been randomly selected to participate in this project. Since the sample is stratified to include principals from all over the state, it is most important that you respond since you are in effect representing others in your area.

Won't you please take a few moments to answer the attached questionnaire? It has been designed so that you need only circle an answer or fill in a blank with numbers.

Being a working principal myself, I understand that this is indeed a busy time for you. I greatly appreciate your cooperation in this important matter.

Be assured that your response will be kept in total confidence. The information gleaned will only be reported in aggregate form. Please use the enclosed self-addressed, stamped envelope to return your questionnaire by Friday, May 6th.

Very truly yours,

Harry P. Rossi

Harry P. Rossi
Principal

HPR/rb
Encl.

APPENDIX B

WESCOTT SCHOOL

1820 WESTERN AVENUE
NORTHBROOK, ILLINOIS 60062
(312) 272-4660

185
HARRY P. ROSSI,
Principal
DR. THEODORE C. KAMATOS,
Superintendent — District #30

May 10, 1983

Dear Colleague,

You may recall receiving a survey on the principalship a few days ago. This survey was developed with the help of the National Association of Elementary School Principals and was adapted for use in Illinois. It is an important component in the comprehensive study of the principalship in our state.

As a principal I understand how busy you are at this time of year and that it is difficult to find time to fill out a survey. Thus, this will be my final plea to ask you to fill out the attached survey and return it in the self-addressed stamped envelope. Please understand that your response will be used as representative for your area and thus is very important to the study.

The number that appears on the survey is only used to classify your response by one of five regions designated by the state of Illinois. Region 1, for instance, includes all of Cook, Lake, DuPage, and Will Counties. Thus you may be assured that information collected will only be used anonymously and reported in aggregate form only.

Your cooperation is greatly appreciated. Please return the questionnaire by Friday, May 20th.

Very truly yours,

Harry P. Rossi

Harry P. Rossi
Principal

HPR/rb
Encl.

APPENDIX C

-1-

THE ROLE AND FUNCTION OF THE ELEMENTARY SCHOOL PRINCIPAL IN ILLINOIS

Please circle the answer number or fill in the blank with a numberA. PERSONAL AND PROFESSIONAL DATA

1. Please indicate your SEX

1 Male 2 Female

2. What is your AGE? _____

3. How would you place yourself among the following ETHNIC or RACIAL groups?

1 Asian
 2 Black
 3 Caucasian
 4 Hispanic
 5 Native American (Indian)
 6 Other

4. What is your MARITAL STATUS?

1 Single
 2 Married
 3 Widowed
 4 Divorced or separated

5. Are you the sole WAGE EARNER in your family?

1 Yes 2 No

6. What is your POLITICAL PHILOSOPHY?

1 Conservative
 2 Liberal
 3 Moderate
 4 Other

7. Please indicate your BIRTHPLACE

1 In district where presently employed
 2 In Illinois, within 50 miles of present district
 3 Elsewhere in Illinois
 4 Outside of Illinois

8. Do you live within the boundaries of the school district which employs you?

1 Yes 2 No

If yes, is it required by your district to maintain employment?

1 Yes 2 No

9. In which of the following ORGANIZATIONS do you currently hold membership?

American Association of School Administrators

1 Yes 2 No

National Association of Elementary School Principals

1 Yes 2 No

Association for the Supervision of Curriculum Development (ASCD)

1 Yes 2 No

Phi Delta Kappa

1 Yes 2 No

National Association of Secondary School Principals

1 Yes 2 No

Council of Exceptional Children

1 Yes 2 No

International Reading Association

1 Yes 2 No

Illinois Principals Association

1 Yes 2 No

Other organizations. Please indicate.

10. Indicate the TOTAL NUMBER of Years of EXPERIENCE in education (include current year)

11. How many YEARS have you been a FULL-TIME PRINCIPAL? (Include current year)

-2-

12. How many SCHOOL DISTRICTS have you served in as a principal?

Have you served as a principal in ANOTHER state?

1 Yes 2 No

13. What educational position did you hold prior to your FIRST principalship?

- 1 Classroom teacher
- 2 Assistant principal
- 3 Secondary principal
- 4 Central office position
- 5 Member of college faculty
- 6 Counselor
- 7 Special education teacher
- 8 Special class teacher (art, music, etc.)
- 9 Physical Education
- 10 Other

14. What is the HIGHEST COLLEGE DEGREE you have earned? (circle one)

- 1 Bachelor's degree
- 2 Master's degree
- 3 Specialist's or Sixth Year Degree
- 4 Doctor's degree

15. Please indicate the College or University where you received the major portion of your GRADUATE SCHOOL EDUCATION.

16. Please indicate the major area that best describes your MAJOR FIELD of graduate work. (circle only one)

- 1 Elementary school administration
- 2 Elementary Education
- 3 General administration
- 4 Elementary school curriculum and instruction
- 5 General school curriculum and instruction
- 6 Special education
- 7 Reading
- 8 Other

17. How long has it been since you LAST enrolled for credit courses at a college or university?

18. What do you consider your MAJOR SOURCE OF IDEAS for INNOVATIONS?

- 1 College courses
- 2 In-service education
- 3 Professional reading
- 4 State and national conferences
- 5 District or regional conferences
- 6 Other principals or teachers
- 7 Parents or other community contacts
- 8 Professional development centers

19. How old were you when you were appointed to your FIRST principalship?

_____ years old

20. Suppose you were starting all over again, would you BECOME a school principal?

- 1 Certainly would
- 2 Probably would
- 3 Probably would not
- 4 Certainly would not

21. If you were offered the SAME SALARY to become a full-time classroom teacher as you presently earn as an administrator, would you continue in the school principalship?

1 Yes 2 No

22. At what age are you planning to RETIRE from education?

23. How SECURE do you feel in your present principalship?

- 1 Very secure; no real worry about losing it.
- 2 Fairly secure; have some problems but will probably ride them out.
- 3 Somewhat insecure; the odds, I think are against me.
- 4 Very insecure; I'll probably lose my job at the end of this school year.

24. Do you consider the school principalship your FINAL OCCUPATIONAL GOAL?

1 Yes 2 No

-3-

If no, to what position do you ASPIRE?
(circle one)

- 1 Classroom teacher
- 2 Secondary school principalship
- 3 Supervisor or member of central office
- 4 Director of elementary education
- 5 Assistant superintendent
- 6 Superintendent
- 7 College educator
- 8 Other

B. DEMOGRAPHIC DATA IN TERMS OF BUILDING,
DISTRICT, AND COMMUNITY

25. How many BUILDINGS are under your direction?

26. Please indicate the TOTAL PUPIL ENROLLMENT
of all buildings under your direction.
(Count $\frac{1}{2}$ day kindergarten pupils as one
pupil each)

27. How would you characterize the COMMUNITY
in which your school(s) serve?

- 1 Urban
- 2 Suburban
- 3 Rural

28. What GRADES are under your direction?

29. What is the average number of STUDENTS PER
CLASSROOM TEACHER in your school(s)?

30. How many FULL-TIME certified teachers are
under your direction?

31. How many CUSTODIANS are assigned to your
district?

2. How much SECRETARIAL HELP is available to
you on a regular basis?

- | | |
|---------------------|-----------------------------|
| 1 None | 4 One and one-half position |
| 2 One-half position | 5 Two positions |
| 3 One position | 6 More than two positions |

33. How many elementary schools are in
your SCHOOL DISTRICT?

Is this a decrease in elementary
schools since 1978?

- 1 Yes 2 No

34. What is your school district's EN-
ROLLMENT?

C. SALARY AND BENEFITS

35. What is your salary as a principal?

\$ _____ per year

36. What is the TERM of your administrative
contract?

- 1 One year 3 Three years
2 Two years 4 Other

37. Are PRINCIPALS in your district
covered by a collective negotiated
or collective bargaining contract?

- 1 Yes 2 No

38. Do you favor or oppose COLLECTIVE
BARGAINING with school boards to de-
termine salaries, benefits, and work-
ing conditions for school principals?

- 1 Favor
2 Oppose
3 Undecided

39. For how many WEEKS are you contracted
to work as a principal?

40. How many days PAID VACATION do you
receive per year?

-4-

41. Please indicate how your principalship salary and benefits are DETERMINED.

- 1 Discussion between individual principal and superintendent
- 2 Committee of principals
- 3 Administrative team
- 4 Meet-and-confer
- 5 Formal collective negotiations or bargaining by principal(s)
- 6 Input to superintendent, then solely board/superintendent determined
- 7 Solely board/superintendent determined
- 8 Other

42. Please circle either YES or NO. Does your school district provide for principals:

Paid annual physical examination

- 1 Yes 2 No

Dental insurance

- 1 Yes 2 No

Professional dues

- 1 Yes 2 No

Liability insurance

- 1 Yes 2 No

Automobile allowance

- 1 Yes 2 No

Early retirement incentives

- 1 Yes 2 No

Group life insurance

- 1 Yes 2 No

Other _____

D. THE ROLE OF THE PRINCIPAL

13. On the average how many HOURS do you spend at school each week?

14. How many EVENINGS per week do you spend in school related activities?

45. In what AREA do you spend the GREATEST TIME?

- 1 Organization and management of school
- 2 Working with classroom teachers on improving instruction
- 3 Pupil adjustment and guidance
- 4 Program development and curriculum
- 5 Public relations; building understanding
- 6 Solving teacher problems

46. In what AREA would you like to spend MORE TIME?

- 1 Organization and management of school
- 2 Working with classroom teachers on improving instruction
- 3 Pupil adjustment and guidance
- 4 Program development and curriculum
- 5 Public relations; building understanding
- 6 Solving teacher problems

47. What type of PARENT ORGANIZATION GROUP presently serves your school(s)?

- 1 PTA-associated with the Illinois National Congress
- 2 PTO-independent organization, no national affiliation
- 3 No formalized organization or group

48. Please indicate the most SIGNIFICANT IMPROVEMENT that has taken place in your building within the past five years.

- 1 Curriculum and program improvement
- 2 Organizational change (team teaching, non-graded, etc.)
- 3 New instructional materials
- 4 Methodological approach (e.g., individualization, management model, etc.)
- 5 Professionalization of teaching staff
- 6 Paraprofessional involvement
- 7 School climate

49. Which of the following PROFESSIONAL STAFF are currently assigned to your school(s)?

Learning Disabilities Teacher

- 1 Yes 2 No

-6-

If Yes, do you receive additional compensation for the added responsibilities?

- 1 Yes 2 No

59. How would you best describe your MORALE.

- 1 Excellent
2 Good, but could be better
3 Bad, could be worse
4 Very bad

60. Have you been directly involved in DISMISSING A TEACHER because of his/her incompetence or violation of school policy?

- 1 Yes 2 No

If yes, has this action improved the overall climate in your school(s)?

- 1 Yes
2 No
3 No real difference

52. What is the principal's role in your school district when TEACHERS NEGOTIATE with the school board?

- 1 A representative of the principals sits on the board's negotiating team
2 Principals serve only as advisors to the board's negotiating team
3 Principals are not involved in the teachers negotiating process

53. How much AUTHORITY are you given by the Central Office to plan, organize, and effect changes in your building?

- 1 Much influence
2 Some influence
3 Little influence
4 None

54. How much influence do you think you have on the school district's decisions that affect elementary education and elementary schools?

- 1 Much influence
2 Some influence
3 Little influence
4 No influence

65. How often are you FORMALLY evaluated as a principal?

- 1 More than once a year
2 Once a year
3 Once every two or three years
4 Rarely, or not at all

66. How are principals in your district evaluated?

- 1 According to formal policy developed with principal involvement
2 According to formal policy developed without principal involvement
3 We are not evaluated
4 Other

67. Are you satisfied with the PRESENT PROCEDURES used in evaluating principals in your district?

- 1 Yes
2 No
3 I am not evaluated

68. How would you describe your current RELATIONSHIP with the superintendent?

- 1 Very good 3 Poor
2 Good 4 Very poor

69. How would you describe your current relationship with the BOARD OF EDUCATION?

- 1 Very good 3 Poor
2 Good 4 Very poor

70. How frequently are you COMMENDED (in writing or by personal comment) by the superintendent or his/her designate?

- 1 Frequently
2 Sometimes, but not frequently
3 Seldom (once a year or less)
4 Never

71. To what extent do you receive opportunities and encouragement to participate in PROFESSIONAL DEVELOPMENT activities?

- 1 Much
2 Some
3 None

-5-

Teacher of the Gifted and Talented

1 Yes 2 No

50. Do you have CERTIFIED STAFF WITH MAJORS in

Art Education

1 Yes 2 No

Music Education

1 Yes 2 No

Physical Education

1 Yes 2 No

Media Personnel (Library)

1 Yes 2 No

51. Do you have some form of ADMINISTRATIVE ASSISTANCE available to you?

Non-teaching assistant principal

1 Yes 2 No

Teaching assistant principal

1 Yes 2 No

Administrative intern

1 Yes 2 No

No other assistance

1 Yes 2 No

Other

1 Yes 2 No

52. Are you directly responsible for supervising the CUSTODIAL staff in your building?

1 Yes 2 No

If yes, do you feel comfortable in this role from the standpoint of training?

1 Yes 2 No

53. How many times do you get into a typical classroom to OBSERVE teaching and learning during the year? (Visitations to each classroom is 20 minutes or more)

54. In general is the AUTHORITY TO RUN YOUR SCHOOL(S) given to you by the school board and central administration in balance with the degree to which they hold you responsible when things go wrong?

1 Yes 2 No

55. How would you describe YOUR RELATIONSHIP with the teachers in your building?

1 Very good 3 Poor
2 Good 4 Very poor

56. Check the statement below that best describes your authority over the SELECTION OF TEACHERS for your school(s) (circle one)

- 1 I have all the authority I need
- 2 Don't have as much authority as I would like but central office does listen to me
- 3 Have some authority but not as much as I need. In contests, I lose more frequently than win.
- 4 Have little or no authority. Central office selects teachers and I am expected to take them.

57. Do you think there is a trend to, or away from, building budget with the principal given more FINANCIAL AUTHORITY?

- 1 Moving towards more building budget responsibility by the principal
- 2 Moving away from more building budget responsibility by the principal

58. Do you have DISTRICT-WIDE administrative responsibilities in addition to your principalship? (e.g., federal or state government programs' coordinator, reading, transportation, athletics, etc.)

1 Yes 2 No

-7-

72. If you have attended CONFERENCES and WORKSHOPS, indicate how your expenses are paid.

- 1 By the district
- 2 By self
- 3 Combination of 1 and 2

E. PROBLEMS OF THE PRINCIPALSHIP

73. As a result of the Back to Basics Movement, have you been under INCREASING PRESSURE to improve test results?

- 1 Yes
- 2 No

74. On the AVERAGE, approximately what per cent of your daily time is spent processing "PAPER WORK" related to increased local, state, and federal programs.

5. What per cent increase do you think this is from five years ago?

6. Do teachers in your district bargain collectively?

- 1 Yes
- 2 No

7. In your opinion, does COLLECTIVE BARGAINING by teachers have a good or bad effect on the quality of public education?

- 1 Good effect
- 2 Little, if any, effect
- 3 Bad effect
- 4 Don't know

8. In your opinion, is MAINSTREAMING of special education children into the general education population the most beneficial approach of meeting the needs of exceptional children?

- 1 Yes
- 2 No
- 3 Don't know

9. As a principal have you personally been through a "TEACHERS' STRIKE" in the last five years?

- 1 Yes
- 2 No

If you answered No, skip to Question 82.

80. What was the effect of the strike on TEACHER-PRINCIPAL relations?

- 1 Relations improved
- 2 Relations worsened
- 3 No effect either way

81. What was the effect of the strike on the relationships AMONG TEACHERS in your school(s)?

- 1 Relations improved
- 2 Relations worsened
- 3 No effect either way

82. During the current school year are any of your pupils being BUSED to achieve or maintain RACIAL BALANCE?

- 1 Yes
- 2 No

83. In your opinion are elementary children in your district doing as well with the BASICS as they did 10 years ago?

- 1 Better
- 2 Worse
- 3 About the same
- 4 Didn't know the district 10 years ago

84. Has your school(s) been losing or gaining ground in relation to the national norm group on national achievement test?

- 1 Gaining
- 2 Losing
- 3 About the same

85. How would you compare the GENERAL BEHAVIOR of pupils in your school(s) with what it was five years ago?

- 1 Behavior much better now
- 2 Behavior better now
- 3 Behavior about the same
- 4 Behavior worse now
- 5 Behavior much worse now
- 6 Wasn't in the school five years ago

86. Of the following potential PRESSURE GROUPS on the principalship, please identify one which is having the greatest effect on how you are presently operating your school.

- 1 Superintendent and/or central office

-8-

- 2 Teachers in your building(s)
- 3 Students in your building(s)
- 4 Parents of your students
- 5 School board members
- 6 Citizens of your school district
- 7 Other

97. Taking everything into consideration, are you presently satisfied with your WORKING CONDITIONS?

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Somewhat dissatisfied
- 4 Very dissatisfied

APPENDIX D



ILLINOIS STATE BOARD OF EDUCATION

REGION I - Chicago

188 West Randolph
Chicago, Illinois 60601
Telephone: 312/793-5560
Ms. Jean Donahue, Manager

REGION II - Dixon

2600 North Brinton
Dixon, Illinois 61201
Telephone: 815/288-7861
Mr. John Stoudt, Manager

REGION III - Springfield

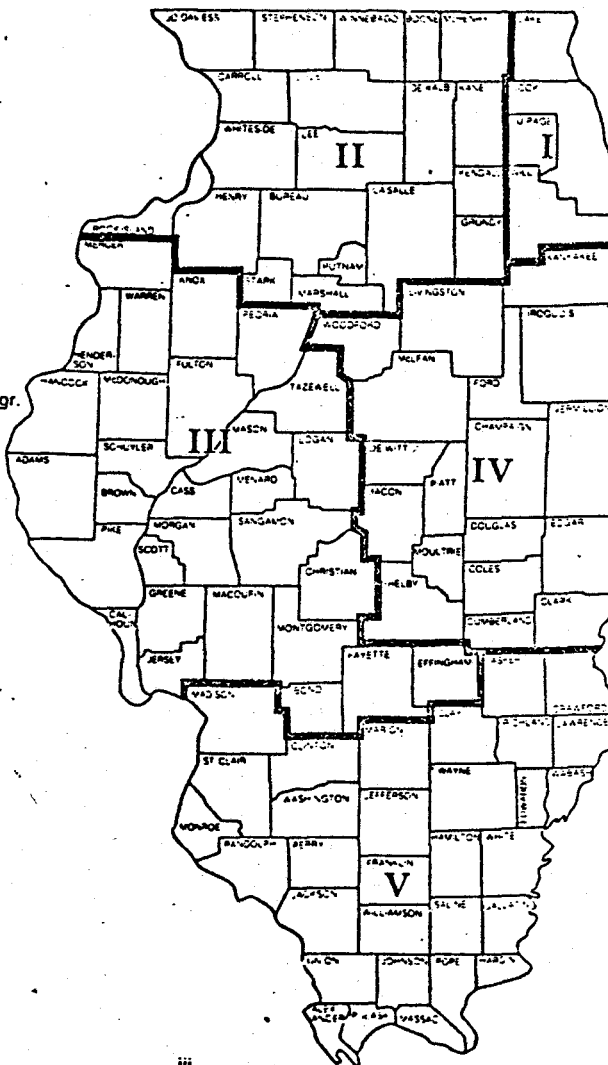
100 North First Street
Springfield, Illinois 62777
Telephone: 217/782-5696
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Mr. Jack Robertson, Asst. Mgr.

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200 South Fredrick Street
Rantoul, Illinois 61866
Telephone: 217/333-6770
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REGION V - Mt. Vernon

601 North 18th Street
Mt. Vernon, Illinois 62864
Telephone: 618/242-1676
Mr. Richard Haney, Manager
Mr. Mont Davis, Asst. Mgr.



APPROVAL SHEET

The dissertation submitted by Harry P. Rossi, Jr. has been read and approved by the following committee:

Dr. Max A. Bailey, Director
Associate Professor, Administration and Supervision, Loyola

Dr. Phillip M. Carlin
Associate Professor and Chairman, Administration and
Supervision, Loyola

Dr. Robert L. Monks
Associate Professor, Administration and Supervision, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

December 3, 1984
Date

Ma A Bailey
Signature